

# Montana SCHOOLS

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Nancy Keenan • Superintendent  
Office of Public Instruction  
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## Agriculture ed 3

All Montana students need agriculture education, a state council says. But changing its image could be a challenge.

## Tobacco vote 3

Montana students passed the referendum, but will it reduce tobacco use?

## Professionalism 3

The Montana Forum will discuss professional teaching standards.

## Surviving college 4

New Montana program helps first-year college students survive the pressures of college.

## Math writers 4

The Systemic Initiatives for Montana Mathematics (SIMM) Project is recruiting for math writing positions.

## Heroic families 5

American families may be in much better shape than most people think.

## Art education 5

The Getty Center offers resources for discipline-based art education.

## What works 6

Park High School breaks artificial barriers with an innovative freshman orientation.

## Field notes 7

Worried about foreign competition? Support gifted and talented education.

## Bridges 7

Helping parents talk to their kids about school.

## Special education 8

Third in a series on special education.

## Special session: How did we get there? What happens next for K-12 funding?

**T**he Montana Legislature recently adjourned a difficult special session, which was called to balance the state budget in the face of a \$106 million revenue shortfall.

How did Montana get into such deep red ink, and what does education funding look like in the aftermath of the special session?

The first signs of a revenue shortfall appeared in July 1991, when it became clear that individual income tax collections for fiscal year 1991 had fallen \$16 million short of the revenue estimates used to balance the state budget in the 1991 regular legislative session.

By July, it was also clear that oil prices in Montana had fallen back to a pre-Gulf War level of \$18 per barrel and would not sustain the price estimate of \$21 to \$22 per barrel used in the legislature's revenue projections.

As the economy turned downward in the second half of 1991, the forecast for income tax collections, oil prices and interest rates combined to create a \$106 million revenue shortfall by January 1992.

Last summer, in response to the first signs of the revenue shortfall, the governor's office requested the Office of Public Instruction and all other state agencies to submit budget reduction proposals.

In September, the executive ordered OPI to cut \$1,162,000 from its budget. In addition to an eight percent reduction in OPI's administration budget, the executive ordered cuts of \$792,549 in the \$1.8 million appropriation for secondary vocational education, \$45,000 in funding for gifted and talented programs, and \$20,000 in adult basic education funding.

These cuts were halted when the district court ruled that House Bill 454, which allowed the governor to reduce appropriations by up to 15 percent in the event of a revenue shortfall, was an unconstitutional delegation of authority by the legislature to the executive. This court decision prompted the governor to call the legislature into special session.

The governor's budget-balancing proposal maintained the funding levels for the foundation program and allowable special education. However, it proposed

(Continued on page 4)



Third Eye Photographics: Craig Sharpe

**ADDING IT UP:** Montana's special education funding system adds up to be a major problem for many school districts. That's why Superintendent Nancy Keenan has created a new state commission to consider different funding systems. (Article on page 9.)

## McAuliffe fellowship winner will study Native American literature

Dorothea Susag, an English teacher at Simms High School, is Montana's Christa McAuliffe Fellowship recipient for the 1991-92 school year. Susag plans to spend her fellowship year creating a Native American literature course for Montana students K-12.

In her project, "Personal Connections in Time and Place Through Native American Literature," Susag will develop and publish a Native American course outline, focusing on the oral tradition, history, contemporary life, and contemporary literary standards of Native Americans. She will also publish suggestions for incorporating Native American literature into traditional literature and writing classes, and present inservices in Montana schools while doing graduate study.

"My students live near enough to the Blackfeet Reservation to develop and build prejudices, but

they don't know enough about Indians to cultivate insight and compassion," Susag says. "Those of us who teach must know our students' struggles for identity as we read their personal definitions, especially those of our Native American students. They live with prejudice; they live with personal, familial, and cultural shame, and they struggle in their quasi-identities as members of two nations or peoples at once."

Those who teach these students, Susag says, must assist in their discovery of "the presence of their past, because they must have a comprehensive understanding of themselves and the world around them to confront life with dignity, compassion, and hope."

"The reading of regional literature is especially critical in Montana and the Northwest, where individual lives so vividly express the ancestral culture of the region," Susag says. ■



## Message from Nancy Keenan

**T**he special session of the legislature is over. Thanks to a number of legislators who are loyal friends of education, K-12 education ended up better off than we started under the governor's originally proposed budget cuts.

As outlined in Madalyn Quinlan's article in this issue of *Montana Schools*, the governor originally proposed to cut K-12 education programs below the 1989-90 funding level. Earmarked for those cuts were secondary vocational education at a 15 percent reduction and special education contingency funds at an 11 percent reduction. The governor also proposed reducing funding for gifted and talented education by eight percent and funding for out-of-district placements for special needs students by nine percent.



Thanks to representatives Ray Peck of Havre and Mike Kadas of Missoula along with senators Greg Jergeson of Chinook and Don Bianchi of Belgrade, all members of the Appropriations Committee, those cuts were reduced to eight percent in each program. On the House floor, Representative Tim Dowell of Kalispell led the charge to restore full

funding to the special education contingency program and secondary vocational education. Thanks to his valient efforts, full funding was restored to the special education contingency program. The motion to restore secondary vocational education, sadly, was narrowly defeated.

Over in the Senate, Senator Harry Fritz of Missoula tried again to restore full funding to secondary vocational education but was unsuccessful. Senator Jergeson was successful in offering an amendment to allow any savings in school funding programs this year to be applied to programs cut by the special session.

Thanks to the tireless effort of Senator Chet Blaylock (Laurel), schools now have a way to sell their bonds and build schools. That effort required a majority vote in both House and Senate to open the session to address this issue, since the governor declined to expand the session.

While the Office of Public Instruction will still be tightening our belt to meet office budget cuts, we did emerge from the special session with sufficient funding to fill the math and arts specialist positions and sustain those positions through July of 1993.

Life is never dull in the world of education. As the national recession deepens and the state budget continues to look shaky, things promise to get even more interesting for education funding.

*Nancy Keenan*

## Computer endorsement update

The Board of Public Education approved the field of computer science as an endorsable area for Montana teachers in February 1991.

This endorsement will not be required for teachers of computer courses until the 1996-97 school year. When required, only courses that have computers as the center of focus will require endorsements. Courses in which the application is the focus, such as word processing, business applications, mathematics labs, and writing labs, will not require a computer science endorsement.

The board also passed a rule creating a committee of three teachers, one administrator, and three higher education representatives to establish guidelines, an application, and an approval process for offering endorsements to people who are teaching or have taught computer science. This may be called an "experience-based" endorsement, rather than the usual academic program endorsement. This committee has been formed, has met, and is in the process of working out details so interested people may apply. It is anticipated that application forms will be available early in 1992.

Teachers on the Computer Endorsement Review Committee are Rick Edelen (committee chair), Helena; Christi Pilcher, Helena; and Larry Crowder, Saco. The

administrator is Rus Steinebach, White Sulphur Springs. Higher education representatives include Jerry Esmay, University of Montana; Rich Schoyen, College of Great Falls; and Elizabeth Viau, Montana State University.

Currently, guidelines indicate that an applicant must have taught a course in which the computer was the focus of instruction, such as computer awareness, computer literacy, or computer programming.

Applicants will be asked to list formal academic courses completed, specific

workshop training, work experience related to the computer, and teaching experience related to the computer. Based on the applicant's application and supporting documents, the committee will make recommendations

to the director of certification at the Office of Public Instruction for the issuance of the computer science endorsement.

Applications will be accepted for three years (January 1, 1992, through December 1994). The committee will have until September 1, 1996, to clear all pending applications. The committee may require additional course work or experience prior to recommending the endorsement.

Interested individuals may begin requesting application materials now. Written requests are preferred. Letters of inquiry may be sent to Certification Services, Office of Public Instruction, State Capitol, Helena, MT 59620. ■



## Retired teachers must now pay state taxes on retirement benefits

**R**etired Montana teachers will have a slightly heftier tax bill this year. Because of a law enacted by the 1991 Legislature, retired teachers, along with other local and state retirees, must now pay state income taxes on their retirement benefits.

Prior to the 1991 Legislature, Montana's state and local government retirees were exempt from paying state income taxes on their retirement benefits. Federal government retirees, however, did have to pay taxes on their benefits, although they were allowed a tax exclusion of up to \$3,600. Montana was one of 23 states that followed this policy.

In March 1989, the U.S. Supreme Court decided the policy was unfair to federal retirees. The court ruled that federal employees' retirement benefits must be treated the same as other public employees' benefits for state income tax purposes.

The Supreme Court left it to state legislatures and lower courts to decide how to remedy the situation. When the 1989 Montana Legislature failed to find a remedy, a group of federal retirees filed suit against the state seeking relief and refunds.

Accordingly, in 1991, the legislature passed Senate Bill 226, which taxes all retirement pensions alike. If you are a retiree, you must now pay state income taxes on your retirement benefits whether you worked for state, local, or federal government or in the private sector.

The bill allows a uniform exclusion of the first \$3,600 of qualified benefits for all retirees. However, if your federal adjusted gross income is over \$30,000 a year, you will lose \$2 of the exclusion for each dollar of income in excess of \$30,000. Retirees with federal adjusted gross income in excess of \$31,800 will receive no exclusion.

In order to compensate somewhat for the increased tax burden on local and state retirees, Senate Bill 226 also provides for a slight increase in benefit payments to retirees who remain residents of Montana. For retired teachers, this increase will range between 2.5 and three percent of the previous year's annual benefit.

The new retirement taxation policy applies to tax year 1991 and all following years.

Legislation enacted during the January 1992 special session of the legislature provides that retirees will receive their 1992 benefit adjustment prior to the April 15, 1993, filing deadline. Retirees will receive their adjustment for the 1991 benefit year by June 1, 1992.

(Since this information applies to retirees generally, retired teachers may want to consult their attorneys or accountants for specific information about their benefits.) ■

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# All Montana students need agriculture education, council says

**A**griculture education is just for students who plan to take over the family farm someday, right? Wrong, says the Montana Leadership Council for Agriculture Education.

According to the council, every Montana student needs exposure to agriculture education, not just the five percent of students currently enrolled in agriculture education.

"You don't need to be a farmer to need to know about agriculture," says Dr. Van Shelhamer, a council member and associate professor of agriculture education at Montana State University. Whether you produce food or consume it, agriculture affects your life every day. And if you are concerned about such complicated issues as the environment, water, public grazing, pesticides, or genetic engineering, "there is a lot about agriculture you need to understand to make informed choices when you vote," Shelhamer adds.

Under directions from Governor Stan Stephens and Superintendent Nancy Keenan, the Montana Leadership Council for Agriculture recently completed a thorough study of agriculture education in Montana. On November 26, 1991, the council presented its final report to Stephens and Keenan.

Members of the council appointed by Stephens and Keenan include Duane Burkenpas of Belgrade, Waine Milmine of Miles City, Tobey Schule of Kalispell, Warren Jones of Harlowton, Misti Peterson of Livingston, and Paul Stenerson of Conrad. Dr. Van Shelhamer, Montana State University, is the council coordinator.

The following are some of the council's conclusions and recommendations:

- Agriculture is a basic and vital part of a comprehensive education for all Montana students.

Agriculture education should be implemented in all schools and supported by inservice training and teacher education programs. (Currently, only 69 Montana schools have agriculture education programs.)

- Current terminology used to describe agriculture and agricultural education contributes to image and enrollment problems. The term "vocational," for example, creates a negative image.

- The agriculture industry needs to dispel the stereotypic "cows, plows, and sows" image. With more than 200 agriculture-related careers available, reference to agriculture careers should be positive.

- Agriculture career awareness and opportunity materials should be developed and distributed to school guidance programs. Dynamic agriculture recruitment efforts should target nonrural as well as rural students.

- An active recruitment program should be developed to increase the number and quality of certified agriculture education teachers.

- Agriculture education is the responsibility of both private and public agricultural entities. Industry, Future Farmers of America alumni, and other groups should be encouraged to offer scholarships and internships.

- A statewide core curriculum should be developed.

- Agriculture concepts should be taught in grades K-12 in all schools and in all curricula.

- We need to modernize and expand the current agricultural curriculum to include such things as global agriculture, international marketing, agriscience, natural resources, computer literacy, communications, and computer-aided instruction.

- To improve Montanans' agricultural literacy, agriculture

awareness and programs should be developed and delivered to all segments of society.

"The council's report is a good first step, but now the work begins," said Superintendent of Public Instruction Nancy Keenan. Keenan said the typical view of agriculture education as a vocational program only for students planning to take over the family farm is inaccurate, but it may be difficult to change that stereotype.

Keenan said it will take a group effort to identify who is responsible for each step in changing agriculture education and to change the perception of agriculture so its image includes its challenging scientific aspects.

As part of that group effort, the council's next step will be to work with Montana State University's teacher training program, agriculture teachers, and OPI to develop an action plan to carry out the recommendations. ■

## Montana students pass tobacco referendum *But will it reduce youth tobacco use?*

The 1991 Montana School Tobacco Referendum, which took place as a result of a law passed by the 1991 Legislature, was presented to Montana students in grades 7 through 12 in October. The referendum asked Montana's students to decide themselves whether or not tobacco products should be sold to youth under 18 years of age.

Over 40,000 students statewide voted on the referendum, with 58 percent voting "yes" and 42 percent voting "no." A yes vote indicated that the student thought Montana retailers should not sell tobacco products to people under age 18.

The referendum was conducted through local schools and coordi-

nated by the Office of Public Instruction. In mid-November, State Superintendent Nancy Keenan certified to Denis Adams, Director of the Department of Revenue, that the referendum had passed. The Department of Revenue is now required to notify all Montana retailers who sell tobacco products that the referendum has been approved and ask them to prominently post a sign that reads: "Out of respect for the wishes of Montana junior and senior high school students as expressed in the Montana School Tobacco Referendum 1991, this store voluntarily agrees not to sell cigarettes and tobacco to persons under 18 years of age. Your cooperation with our Montana students' vote against tobacco sales to minors is appreciated."

Montana is one of only four states in the U.S. that does not have a law prohibiting tobacco sales to minors. However, there is no evidence that state laws against tobacco sales to or use by minors have any effect. Minnesota may have the nation's toughest and best-enforced laws against sales to minors, but in 1990, 12 percent of Minnesota's minors smoked, as compared to nine percent in Montana. Nationally, 18 percent of high school seniors smoke, as compared to 10 percent

in Montana.

While laws seem to have no effect, two things do appear to reduce teenage tobacco use: The first is the growing awareness of how tobacco damages health; the second is peer disapproval of smoking. From 1975 to 1980, peer disapproval of teenage smoking rose from 49 percent to 77 percent nationally, while teen smoking fell from 29 percent to 20 percent.

The greatest benefit of Montana's tobacco referendum may be the fact that students have had the opportunity to tell their peers, through their votes, that they disapprove of tobacco use by minors. ■

—Spencer Sartorius, OPI Director of Health Enhancement



Montana retailers will be asked to post this sign as a result of the tobacco referendum.

## Montana Forum on professional teaching standards slated for February

The Office of Public Instruction will co-sponsor the Montana Forum of the National Board for Professional Teaching Standards, to be presented by the National Board for Professional Teaching Standards (NBPTS) on February 28, 1992, at the Colonial Inn in Helena. The forum will review NBPTS's plans for professionalizing teaching to improve education.

The NBPTS is governed by a 63-member board of directors, two-thirds of whom are teaching professionals. Gil Alexander, a Helena teacher, is a board member. The Carnegie Foundation launched the NBPTS with a five-million-dollar, five-year pledge. Additional support has been given by ARA Services, AT&T, Chrysler, DuPont, Xerox, and others.

The NBPTS's goal is to establish national, voluntary certification for teachers. This certification is envisioned to go far beyond the minimum levels required by states. The goal is to have certification available in specific teaching fields by 1993. Minimum requirements for NBPTS certification candidacy include a baccalaureate degree from an accredited institution and three years of teaching at the elementary or secondary school level.

For more information concerning the Montana Forum, check with your building administrator or call Don Freshour, OPI's Director of Certification, at 444-3150. ■



# New Montana program helps students survive stresses of college life

Social pressures and emotional stresses are claiming far too many first-year college students as victims, according to creators of a new program called "The College Edge." The program was developed by a team of specialists in teen development in cooperation with Montana State University. It will be piloted in Montana during the summer of 1992.

Nationally, one out of three students in their first year at a public college leave before the end of that year. The rate of failure is only slightly less at private

colleges, where one out of four fail to finish the first year.

"When so many people are dropping out and so many others are stretching a four-year education into five, most professionals believe it's reasonable to assume that factors other than academics are at work," says Ira Feiger, a partner in Transition Resource Systems, the developer of The College Edge. "In fact, studies have shown that most of the students who drop out in their first year are academically prepared for college."

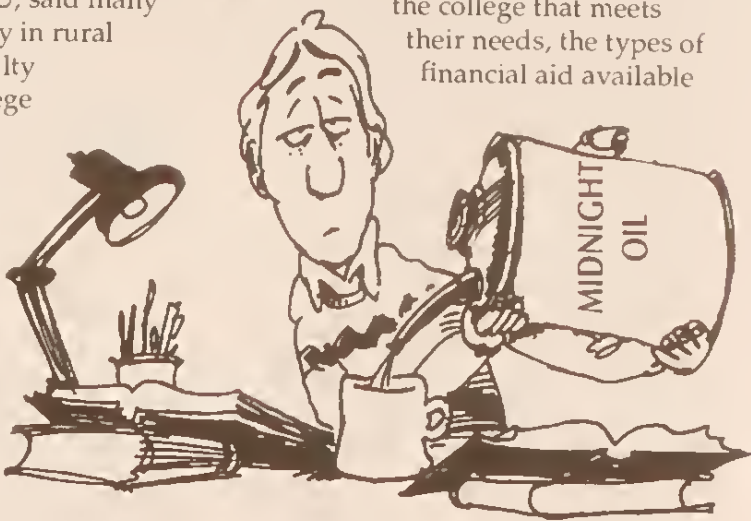
However, first-year college

students may not be prepared for new experiences, countless life-shaping decisions, and stress, Feiger says. These are the factors addressed by the intensive, six-day College Edge program to be held at MSU this summer.

Dr. Mike Waldo, an associate professor of counseling and psychology at MSU, said many students, especially in rural states, have difficulty adjusting to a college campus that has a population larger than their home towns. Students who were high achievers and leaders at their high schools may face sudden anonymity when they arrive on campus.

use, goal-setting, and managing new freedoms. Each day's schedule is designed to mirror the hectic pace of college life while demonstrating a balanced approach to that life.

Special sessions for high school seniors focus on factors to consider in career selection, choosing the college that meets their needs, the types of financial aid available



## Special session

(continued from from page 1)

cuts in funding for special education contingencies, gifted and talented programs, secondary vocational education, and out-of-district placement of special education students—programs that education advocates worked hard to get added to the state budget during the regular 1991 session.

"These are all progressive programs that recognize special needs and talents," Keenan said, "programs that are tough to fund within a school district's general fund budget."

In the January special session, the legislature reduced state funding by eight percent for secondary vocational education, out-of-district placements of special education students, and gifted and talented programs. However, the legislature declined to make any cuts in funding for special education contingencies.

While trying to sort through these questions, they are continually faced with situations involving alcohol, drugs, dating, other social situations, plus the new academic challenges and career questions posed by college.

The College Edge uses discussion groups and presentations to help high school seniors and first-year college students prepare to handle issues such as living with a roommate, being separated from family and friends, stress management, safety on campus, alcohol and drug

and how to apply for it, preparing for the pressures of college entrance exams, and ways to smooth the separation from family and friends that begins during the senior year.

Feiger, who also developed the Montana Teen Institute, the Teens in Partnership program, and the North Dakota Teen Institute, will present details about his new program at the April meeting of the Montana Association of Secondary School Principals in Bozeman. Feiger's partners in creating The College Edge are Lowell Luke, Roger Svendsen, and Tom Griffin.

For more information, contact Transition Resource Systems toll-free at 800-823-3368. ■

State Funds Distributed to Schools, 1992-1993 Biennium						
	Regular Session	-----Reductions-----			Special Session	Percent
	Approp.*	Governor's Proposal	Governor's Proposal	Legislative Action	Approp.*	Reduction (Final)
		Sept. 1991	Dec. 1991	Jan. 1992		
State Equalization Aid	\$787,973,000				\$787,973,000	0%
Allowable Special Ed.	65,691,594				65,691,594	0%
Special Ed. Contingency	2,031,699		(\$214,520)		2,031,699	0%
Out-of-District Placements	2,471,000		(\$214,520)	(\$197,680)	2,273,320	8%
State Transportation						
Reimbursement	20,799,301				20,799,301	0%
School Foods	1,198,794				1,198,794	0%
Gifted and Talented	600,000	(\$ 45,000)	(\$ 48,000)	(\$ 48,000)	552,000	8%
Secondary Vocational Ed.	1,800,000	(\$792,549)	(\$270,000)	(\$144,000)	1,656,000	8%
Adult Basic Ed.	500,000	(\$ 20,000)			500,000	0%
Total	\$883,065,388	(\$857,549)	(\$747,040)	(\$389,680)	\$882,675,708	0.04%

\* Approp. = Appropriation

**What happens next?**

When asked how the state's current revenue situation will affect future education funding, Keenan said, "The state revenue picture is so tight that I can't foresee any increases in foundation program funding without additional tax revenue. The legislature has exhausted its bag of revenue tricks—accounting gyrations, trust funds, and other one-time revenue sources. A commitment to education will mean a commitment to raising the dollars to fund it in the 1993 session."

Will the taxpayers go for it? Keenan said she believes Montanans are willing to invest in their children and in their future. "Montanans' strong support for their public schools is demonstrated by their consistent approval of local property tax levies," Keenan said.

"National polls indicate that one aspect of the present economic downturn is a feeling among Americans that they have mortgaged their future and jeopardized the future of their children. Montana, on the other hand, has maintained a quality system of education. That is one of Montana's great strengths, and Montanans know it. Support for education remains strong in this state precisely because we know our future depends on the health and education of our kids." ■

—Madalyn Quinlan, OPI Revenue Analyst

positions. These positions are being funded through the Systemic Initiatives for Montana Mathematics (SIMM) Project. This five-year project will develop curricular materials at the two universities, develop inservice courses, recruit minorities as teachers, and work to institute change in mathematics education in Montana.

The project will hire 18 curriculum writers for eight weeks (summer 1992) at \$1,000 per week (at UM); five assessment writers for eight weeks (summer 1992) at \$1,000 per week (at UM); 10 curriculum writers for the 1992-93 academic year (five at MSU and five at UM) at \$25,000 (amount may be negotiable); and 32

summer teacher leaders for six weeks (summer 1992) at \$416 per week (at MSU).

Candidates must have a strong background in mathematics; demonstrated interest in curriculum development, particularly in integrated mathematics; and teaching experience in a secondary school. Experience with computing is desirable; proficiency in English is required.

Application materials must reach the Department of Mathematical Sciences at the University of Montana by March 20, 1992. Applications must include a letter of application, a resume, two letters of recommendation, transcripts, and a sample mathematics lesson or article you have written.

Applications and inquiries should be directed to Dr. Johnny Lott, Co-director, SIMM Project, Department of Mathematical Sciences, University of Montana, Missoula, MT 59812. ■

## Mathematics writing positions open

The University of Montana and Montana State University are recruiting for several mathematics writers



## Study shows American families are making "heroic efforts" to hold themselves together

While most Americans have a bleak view of the condition of families, most American families don't share that view, says a new report on parents and children. According to the commission's chairman, U.S. Senator John D. Rockefeller of West Virginia, the report indicates that, despite outside pressures that put severe strains on families, "most families are making heroic efforts to hold themselves together."

The report, issued November 21, 1991, by the National Commission on Children, is called "Speaking of Kids: A National Survey of Children and Parents." It contains the results of two related surveys. One survey involved detailed telephone interviews with a nationally representative sample of over 1,700 parents and 900 children. The other was a brief survey that explored public perceptions with 1,300 adults, some of whom currently have children at home and some of whom do not.

The shorter survey reveals that most Americans are quite uneasy about the state of the family and the condition of children in general. Eighty-eight percent of adults believe it is harder to be a parent today than it used to be; 86 percent believe parents today are often uncertain about how to rear children; 87 percent believe parents have a hard time making

ends meet; and 81 percent feel parents don't spend enough time with their kids.

However, when parents and children talked about their own families, a very different picture emerged. Though the survey reveals serious problems, fears, and dissatisfactions, for the most part it indicates family life that is close and satisfying for children and parents. Regardless of income or family structure, parents overwhelmingly characterize their relationships with their children as "excellent" (65 percent) or "good" (32 percent). Children, surveyed independently, confirmed their parents' reports.

While most parents acknowledge that economic stresses and time pressures infringe upon family life, they also say their children hold center stage in their lives. And although most parents wish they had more time to spend with their children, 70 percent of parents report playing a game or sport with their children at least weekly, 86 percent say they read to their younger children at least weekly, and 70 percent of families eat dinner together five or more nights a week.

Mothers who work full time or more are least likely to feel they spend enough time with kids. Interestingly, kids of employed mothers appear just about as satisfied with the amount of time they receive from their mothers as children whose mothers stay

home full time.

The report also indicates that most parents are more involved with their children's education than has been widely believed. Parents report regular involvement with children's schools (this is more prevalent among parents of younger children than parents with teenagers). Eighty-three percent say they talked with their child's teacher at least once in the last year; 70 percent say they have attended a PTA or other school meeting; 80 percent have attended a play, concert, or other school activity; and 57 percent have helped out with a special school project or class trip.

Despite these positive findings, life is no bed of roses for today's families. With the rising cost of living, economic concerns plague many families. Single-parent and poor families have a particularly difficult time. Virtually all parents worry occasionally that their children will be harmed or will succumb to peer pressure to engage in risky behaviors. Single parents, minority parents and poor parents, especially those living in big cities, worry vastly more that their children will be seriously injured, use drugs, get AIDS, or become teenage parents

than do more affluent parents.

In general, parents expressed considerable confidence in their ability to steer their children away from risky activities, although teenagers appear to need more guidance and support than they now receive.

"Much of what is revealed in the pages of this report is cause for great celebration," says Chairman Rockefeller. "Most American children are happy and healthy, growing up in families that tend diligently to their needs. But at every age, among all races and income groups, in communities nationwide, there are children and families whose lives are less easy or secure. As a nation, we must do more to capitalize on the great strengths of our families and communities, and we must take immediate steps to address the devastating conditions that threaten the health and well-being of so many of our young people."

The surveys are part of the commission's two-and-a-half year investigation into the health and well-being of the nation's children. The commission's final report, released last June, calls for a comprehensive national policy to support America's children and their families. ■

## Discipline-based art education resources

Believing that art education is basic to every child's development, the Getty Center for Education in the Arts has dedicated itself to improving the quality and status of art education in elementary and secondary schools. The center has focused its initial activities on visual arts education.

To accomplish its goal, the center has adopted an approach to visual arts education calling for the teaching of content and skills from four disciplines that contribute to the creation, understanding, and appreciation of art. These four disciplines include art history, art production, art criticism, and aesthetics. This comprehensive approach has been called discipline-based art education, or DBAE.

The *DBAE Handbook: An Overview of Discipline-Based Art Education* was written to help art specialists and supervisors, classroom teachers, teacher educators, museum educators, and school administrators better understand and implement discipline-based art education. This comprehensive approach to teaching and learning about art for elementary, middle, and secondary students draws upon

content in four disciplines (aesthetics, art history, criticism, and production) as a basis for creating, understanding, and appreciating works of art. To order the DBAE handbook, send \$10 to the Getty Center for Education in the Arts, 401 Wilshire Blvd., Suite 950, Santa Monica, CA 90401.

Art teachers, curriculum supervisors, museum educators, and representatives from the art discipline have developed another useful resource, comprised of eight different instructional units, called *Discipline-Based Art Education, A Curriculum Sampler*. Spread across the K-12 curriculum, the units are intended to serve as a practical example of discipline-based art education in action. Teachers wishing to tailor their instructions to their individual school districts can choose from ideas in this workbook. The lessons in each unit explore universal themes and incorporate art work from diverse cultures. The sampler is a 344-page, loose-leaf binder. To order the sampler, send \$9.95 to the Getty Center for Education in the Arts, 401 Wilshire Blvd., Suite 950, Santa Monica, CA 90401. ■

### SAY WHAT?

#### Jargon Hall of Infamy

Educators need to use clearer language than they currently do, said writer Anne C. Lewis in the April 1991 issue of *Phi Delta Kappan*. Only when they learn to use clear and compelling English, Lewis suggested, will educators be able to communicate their concerns and visions to parents, communities, and policy-makers.

"As a journalist who covers education," Lewis wrote, "I have long criticized the language of educators for being unnecessarily obscure. Of course, other professions have their own exclusive languages as well; few of us are privy to the technical vocabularies of lawyers or physicians. But education ought to be in the business of communicating well to everyone. More than any other sector, education should tell clearly and compellingly what it is about—its goals for children and for society and its dedication to truth and intellectual integrity.

"Instead, education has chosen to create its own exclusive language—one that allows only initiated members of the profession to understand...outcomes or hierarchy of learning goals. Parents and the general public are largely baffled, even though communicating well with them is vital to education's interests."

Special language does have its place. When used among members of a profession, it can provide a degree of accuracy and speed in communication that everyday English does not. People who use special language usually don't intend to be exclusive or obscure; however, Lewis is right: Those of us in the education business should take special pains to communicate clearly.

Accordingly, *Montana Schools* now offers a new department: the Jargon Hall of Infamy. The Hall of Infamy will periodically feature examples of the sort of education jargon that crosses the eyes and confounds the understanding. We invite you to catch us at the Office of Public Instruction or others in the act of jargon-mongering.

The first inductee to the Jargon Hall of Infamy is a sentence from a Wisconsin Department of Education publication. The sentence follows a paragraph about how students need to learn by doing rather than through abstract study:

"This belief is operationalized methodologically by including a variety of participatory components in each unit."

Say what?



## Park High School breaks barriers with freshman orientation project

**T**he bell rings. Teachers scramble through papers and attendance records in their respective rooms or patrol their portion of the hallway. Students walk and, as the second bell approaches, hurry to their respective classrooms, where they'll spend one seventh of their day. In 50 minutes, they'll reshuffle themselves into another set of boxes. Teachers and administrators will pass one another occasionally in the halls; a few may socialize over lunch.

The conventional American school model contrasts starkly with current calls for integration in what we do and how we do it. Recently, counselors, teachers, and administrators at Park High School in Livingston successfully broke through numerous artificial barriers for the benefit of students entering their first year of high school.

In the spring of 1991, faculty at Park High School identified behavioral and academic performance of incoming freshmen as a major problem. Ever since the local middle school burned down and freshmen had to be grouped with high school students, the faculty had noticed considerable immature behavior and lack of a work ethic among ninth-graders.

Through discussion, the high school faculty arrived at one possible solution: a freshman orientation session. Six teachers from several different departments, a counselor, and an administrator agreed to work together through the summer in order to plan, design, and prepare the first freshman orientation.

After discussion and negotiation, the planning group constructed a two-day session to be held on Thursday and Friday after Labor Day. One hundred fifty freshmen would be immersed in sessions covering goal-setting, basic behavioral expectations, plagiarism, study skills, and drug and alcohol issues.

They would learn about available high school activities, and they would glimpse the world beyond high school through the voices of a high school dropout, a Park High graduate attending Harvard, college counselors, military recruiters, and Park High alumni from various walks of life.

They would develop some sense of themselves as a class and gain some confidence about the four years ahead of them.

**“Counselors, teachers, and administrators successfully broke through numerous artificial barriers for the benefit of students entering their first year of high school.”**



Breaking barriers: Park High School work on an orange-passing exercise, part of the freshman olympics during freshman orientation.

The students were split into six “homeroom” groups, but they began each day *en masse* and joined with other groups at different times throughout the two days. They took a pre-test

and post-test on such issues as plagiarism so the faculty could measure how much they learned during the orientation. They

set specific goals for themselves. They also completed a written evaluation of the experience at the end of the second day.

For two days, a school within a school existed at Park High. The project took the help of all teachers and students. Student council members and the local Teens in Partnership (TIP) group (an organization of youth involved in anti-drug and anti-alcohol activities) took active roles.

The following summary of the orientation schedule demonstrates the overall concept and hints at the amount of work and cooperation that took place:

### September 5

8:20-8:40 - Assembly *en masse*. Discuss purpose of orientation.

8:45-9:15 - The six groups take pre-test, express initial concerns and questions.

9:15-10:00 - Plagiarism issues (each of the six groups with their advisors).

10:00-10:15 - Break.

10:15-11:15 - Behavior, Activi-

ties, Study Skills (two groups per discussion topic).

11:15-11:45 - Lunch.

11:45-12:15 - Groups gather separately with advisors on football field to discuss the morning and preview the afternoon.

12:15-1:15 - Behavior, Activities, Study Skills (two groups per discussion topic).

1:15-1:30 - Break (gym).

1:30-2:30 - Behavior, Activities, Study Skills (two groups per discussion topic).

2:30-3:20 - Each groups meets with advisor for questions, answers, follow-up on the day's activities.

3:30 - Advisors meet.

### September 6

8:20-8:40 - Large group meets for session on goal-setting basics.

8:45-9:10 - Groups meet individually to set personal goals.

9:10-9:25 - Break.

9:25-10:05 - “Adults in the community” (two concurrent sessions with three groups in each session).

10:05-10:35 - “Postsecondary Opportunities” (college students, college counselors, military recruiters, recent graduates in the workforce; two concurrent sessions with three groups in each session).

10:40-11:00 - Presentation to entire group by Park High Teens in Partnership (TIP).

11:00-11:35 - Lunch.

11:35-12:00 - Review of the morning by groups with their advisors.

12:00-12:40 - Dramatic presentation by MSU substance abuse counselor (three groups); TIP presentation (three groups).

12:50-1:30 - Dramatic presenta-

tion by MSU substance abuse counselor (three groups); TIP presentation (three groups).

1:30-2:10 - Closure and post-test (groups with advisors).

2:10-2:30 - Break.

2:30-3:20 - TIP presentations involving the freshmen themselves; freshman olympics (gym and football field).

3:20-3:30 - Advisor's meeting.

5:00-6:30 - Hamburger fry for freshmen (staffed by advisors) prior to home football game.

### The results

As with any new enterprise, there were some rough spots. Organization of some activities seemed too loose. Some sessions needed more time; others had more than they needed. Some teachers begrudged two days lost to an out-of-class activity; some worthwhile sessions had to be eliminated because of the two-day limit.

However, the fact remains that Park High crossed some traditional boundaries in an effort to help incoming students. The students themselves, in their written evaluations, had this (and more) to say when asked what improvements could be made in the orientation:

“It was great.”

“It was good, don't change.”

“Get rid of the test.”

“Make the first day a little more fun than it was.”

“I wouldn't drop anything. It's all nice.”

“None, I really enjoyed it!”

“Don't have it inside.”

“Cookies during break time.”

“A little less sitting would be nice, but overall it went very well.”

—Author John Forsyth teaches English at Park High School.



## Worried about foreign competition? Support gifted and talented education

by Karen Davidson

*Karen Davidson is the gifted education coordinator and teacher for the Hardin school district. The following is an excerpt from her fall newsletter to district parents, teachers, and administrators. Davidson has published in the field of gifted education and Native Americans. She has also served on a committee for the U.S. Department of Education to produce a national report on gifted education.*

A paradox: As a nation and a community, we voice concern about the fact that American

students' test scores and levels of academic performance are lower than those of students in Japan and most other industrialized nations.

The most highly capable students in these other countries are, in numerous documented cases, outperforming the most highly capable students in the United States. Yet, many citizens who are concerned about this evidence of the "failure" of American schools do not see the need for providing rigorous academic offerings for our brightest students.

It is time to stop discussing

"elitism" and all of the other "isms" as they supposedly pertain to gifted education. Gifted education is no more than and no less than an attempt to provide appropriate opportunities for a particular segment of our student population. These high-ability students should be considered a local and a national resource which must not be wasted. Their properly educated intelligence is vital to the economic, intellectual, and political health of our community, state, and nation.

Those who advocate the elimination of honors classes and gifted programs are advocating the

encouragement of mediocrity among our brightest students. This is unacceptable. ■

"Field Notes" is a forum for Montana educators, students, and parents. Views presented in Field Notes do not necessarily represent views of the Office of Public Instruction.



This issue's Field Notes come from Hardin.

### Reminder to Class 3 certificate holders

Class 3 administrative and supervisor certificates, effective with certificates that expire in 1992, must show proof that the certificate-holder had one year of successful work experience during the term of the expiring certificates.

In addition, these certificates must show evidence that the certificate-holder earned six quarter credits or four semester credits during the term of the expiring certificate.

Credits may be either academic (on an official transcript) or through Office of Public Instruction-approved equivalency activities. If you have questions, call or write Certification Services, Office of Public Instruction, State Capitol, Helena, 59620 (444-3150).

## Bridges

**T**onight, in kitchens around the nation, parents will expectantly ask their children the eternal question: "What did you do in school today?" and will probably receive the eternal answer: "Nothing."

Why is that? And what can parents do to elicit more substantive responses? The National Press Syndicate recently surveyed authors and educators in an attempt to answer both questions. One theory that emerged is that students live in the present tense, and unless they have something tangible to show for their day—a picture or a scraped knee—they really can't remember what happened three hours ago.

Even those who don't forget might just be exercising their independence, especially during the middle school years. In other cases, a beaming parent may be subtly pressuring kids to bear glad tidings. If they don't have good news to share, many kids feel it's best to keep quiet.

Experts, however, say it's important for kids to talk at home about school, because that helps them learn how to participate in discussions at school and feel more comfortable when they are called on. So, what information can you share with parents that will help them talk with their kids about school? Here are a few suggestions:

- Know what you want to find out. If you just want to show interest, fine. But if you really want information, talk to the teacher so your questions can be more leading.
  - Ask the type of questions that get kids thinking. "What was the best thing that happened today?" might get some strange answers, but it might start a conversation going. "What was the worst thing?" may inspire them to unload some of the hurts they might not usually talk about.
  - Be specific. If you know what activities were scheduled that day, ask about them. "What book did you take out of the library?" or "How did your science project go?" will get better answers than "What did you learn in school today?"
  - Take cues from the child's facial expression. If the face looks happy, say, "You look pleased with yourself," and wait for an answer. If the child is glum, say "Something seems to be bothering you." Don't demand to know what happened. A pregnant pause may be the best conversation-starter.
  - Let your child start the conversation. Listen to what the child wants to talk about, not what's on your agenda.
  - Tell your child about your day. If you're enthusiastic about your day, your child may be enthusiastic about sharing his or hers. And if you goofed up at some point during the day, ask your child for advice. Participating in problem-solving gives kids a feeling of power.
  - Establish a routine for family discussions. When the whole family sits down at dinner and trades information, it makes everybody feel important to everybody else. It also establishes an expectation without putting a lot of pressure on anyone in particular.
  - Give the child an option not to talk about school. A simple welcome without a barrage of questions lets the children know you're there to talk if they want to. Chances are they'll come to you when they're ready.
- Schools should help parents meet this perennial challenge. Some teachers review the day's events with small children just before dismissal. Many schools publish weekly newsletters that keep a running log of the week's highlights. Others specifically involve parents in the homework process. Parents should be encouraged to ask teachers for a little help. ■

(Excerpted with permission of the National School Public Relations Association, *IT STARTS in the Classroom*, September 1991.)

## Principal, counselor internships available

Are you a teacher with ambitions of becoming a principal or guidance counselor? If so, you may want to investigate two internship programs available through a cooperative project involving the Office of Public Instruction's internship program and participating Montana colleges and universities. This Board of Public Education-approved program is now in its sixth year.

### Principal intern

Under the principal internship program, the Superintendent of Public Instruction may allow up to 12 experienced teachers to assume the duties of principal while completing a master's program in school administration. These people are allowed to function as principals without credentials with no penalty to the school district.

The participating school district agrees to select a teacher who has the potential to become a principal but who has been unable to enroll at a school that offers a master's degree in school administration. This individual must meet the college's criteria for entrance into the administrative program. The local trustees agree to employ the intern as principal (at least half time) while the intern completes a planned, supervised program in school administration. The trustees agree to pay the intern 80 percent of a fully quali-

fied administrator's salary. A portion of the remaining money pays the university's supervisory cost and supports the intern's development with his or her professional association.

Dr. Duane Melling coordinates this program at Montana State University; Dr. Roberta Evans coordinates it at the University of Montana.

### Guidance intern

The guidance counseling intern program operates essentially the same as the administrative internship. A school district enters into a cooperative agreement with Northern Montana College (Dr. Bekker, coordinator) or Montana State University (Dr. Horswill, coordinator). The agreement allows a teacher to pursue an endorsement in K-12 guidance and counseling. A share of the salary is used to provide college supervision and professional support.

### Procedure

Interested teachers or district officials should contact the program coordinator on the campus of their choice to investigate program details and graduate school requirements. Also, contact Marilyn Roberts or Don Freshour at OPI (444-3150).

Candidates for the internship programs must be identified by June 1, 1992. ■



# Putting our heads together—for the children

Third in a series of articles on special education

## Computer grant available

In April 1992, Computer Lines of Bozeman will grant a Macintosh LC to a Montana special educator. The grant includes consultation time to ensure maximum use of the computer in the classroom. The Office of Public Instruction's Division of Special Education will be working with Computer Lines in selecting the recipient of this grant. All special education directors should have received application information. For more information, contact Terry Lankutis, Educational Technology Consultant, Computer Lines, 6 W. Main, Bozeman, MT 59715.

## State special education plan for fiscal years 1993-95 in progress

The Office of Public Instruction is currently writing its state plan for special education. In order for a state to receive federal Individuals With Disabilities Education Act Part B funds (IDEA Part B) for support of special education programs and related service needs of children with disabilities, the state must submit an annual program plan to the U.S. Department of Education.

The plan must show that the state has a policy in place that ensures all children with disabilities have the right to a free, appropriate public education (FAPE). In Montana, the right to a free, appropriate public education for a child with disabilities begins at age three.

It is anticipated that Montana's plan will be distributed statewide for public comment in early March.

—Marilyn Pearson, OPI Special Education/Federal Programs Specialist

## Grants for preschool-age children with disabilities

Recently, the Office of Public Instruction received notice from the U.S. Department of Education of an award in the amount of \$54,837 to supplement the Preschool Grant program. This award represented a redistribution of federal funds resulting from downward revisions in some states' 1989 child counts. Consequently, limited funds are available to support unanticipated costs associated with the delivery of special education and related services to preschool-age children with disabilities.

Grant funds must be used to support free, appropriate public education for children with disabilities who are three, four, or

(Continued on page 16)

## Traumatic brain injury: the "silent epidemic" poses challenge for educators

Amy was seven years old when she was struck by an automobile when returning home from school. She received multiple injuries, including broken bones, internal injuries, and a traumatic brain injury (TBI).

Amy was in a coma for 21 days and in the hospital for 55 days. After being discharged from the hospital, Amy experienced problems with memory, expressive language, concentration, and decreased learning abilities. She received physical and speech therapy at the rehabilitation center. Upon returning to school, her needs were very different from before. The teachers were not equipped to educate Amy, and often used methods inappropriate for her new condition.

Unfortunately, Amy is not an isolated example. Statistics indicate that over a million children receive traumatic brain injury each year. Some 150,000-200,000 children require hospitalization, and 15,000-20,000 receive moderate to severe injuries. The largest group of individuals with traumatic brain injury is in the nine- to 24-year-old range. Boys outnumber girls two to one (Kalsbeck, 1980; Rosen & Gerring, 1986; Bush, 1986).

Several researchers have reported that traumatic brain injury is one of the fastest-growing injury categories and have referred to it as "the silent epidemic" (Mira, M., Tyler, J., and Tucker, B., 1988). Child abuse, falls, skateboards, roller blades, bicycles, cars, motorcycles, and sports accidents are but a few causes. Many traumatic brain injuries could be avoided by educating parents and students on the importance of wearing protective head gear.

The magnitude of the problem encouraged Congress to include traumatic brain injury along with autism as a new category in the Individuals with Disabilities Education Act (IDEA). Before IDEA, students with traumatic brain injury were sometimes classified and served under such categories as emotionally disturbed, learning disabled, mentally retarded, and health impaired. In a survey of over 1,400 special education students in Vermont, it was found that eight to 20 percent of students with disabilities had a history of traumatic brain injury. Students in programs for the emotionally disturbed had the highest incidence. Teachers need to be aware of the possibility of traumatic brain injury and ask the right questions during prereferral and referral.

### Brain injury characteristics

It is important to understand that students with traumatic brain injury have very different characteristics than those in the above-mentioned categories. The following are some common characteristics often shared by students with traumatic brain injury:

- When a student receives a traumatic brain injury, the injury usually affects the cognitive, fine/gross motor, and social/behavioral functions. The educational plan should consider and be sensitive to the interrelationship of all three domains. The teacher should work with the abilities the student presently has instead of trying to make the student the same as before the accident.
- Many students with TBI experience a lack of motivation, initiative, and organization. Help students concentrate on successes rather than failures.
- It will take longer for the student to process information. Shorter assignments and more time to complete tasks will be helpful.

- Most students with TBI will experience problems with concentration, memory, and learning new materials. Strategies need to be taught to compensate for poor memory and retrieval problems.



Third Eye Photographics: Craig Sharpe

- Behavior tends to be rather erratic, impulsive, and verbally intrusive. One day these children may behave very appropriately; the next they may be totally out of control. A behavior management program should be part of the school reintegration program.

- Unlike most learning disabilities, students with traumatic brain injury have a condition that was acquired. Students remember how things were before the accident and become frustrated because they are unable to perform the same or rely on strategies that were once effective.

It is common to see the student become a dependent thinker rather than an independent thinker. The teacher usually needs to give more individual instruction and reinforce success.

Students with traumatic brain injury often revert back to previous methods of learning. They use learning strategies that may have been effective in the past but no longer work because of the injury. Many students resist trying new techniques and must be persuaded to break old habits. In their "Guide for Schools," Mira, Tyler, and Tucker suggest the following strategies that have been found to be effective for students with traumatic brain injury:

1. Structure the learning environment carefully so that rules are clear and the student knows what to expect.
2. Provide frequent feedback.
3. Be ready to refocus the student's attention frequently.
4. Repeat and review often to reduce the loss of recently learned material.

A key factor in serving students with traumatic brain injury is the collaboration of resources between parents, health care professionals, and the school. Other factors that school districts should consider when serving students with traumatic brain injury include the following:

School districts should have procedures to help serve students with traumatic brain injury. The Utah Guidelines for Serving Students with Traumatic Brain

(Continued on page 9)



(Continued from page 8)

Injuries is an excellent resource.

If possible, school personnel should visit the rehabilitation center to observe therapy and communicate with professionals.

Schools should request medical and therapy records to assist in the evaluation of the student when he/she returns to school.

There should be procedures to assure communication between parent(s), the school, hospital, and rehabilitation program. Communication should begin at the time of the injury, not when the student returns to school.

Recovery for students with traumatic brain injury should be viewed as a continuous process. Every injury will be different. It is difficult to predict how long recovery will take. It may take months or years. Progress is usually rapid soon after the injury and slows as time passes.

It should be remembered that all students who have sustained a mild, moderate, or severe brain injury need to be monitored throughout their school years. Each student is unique and will require individual accommodations. Often students have unrealistic expectations based upon pre-injury skills and abilities. Counseling for younger children and prevocational counseling for the adolescent should become an integral part of the program.

Reentry to school will vary in each case; but the parent(s), schools, and health care professionals should discuss such issues as the length of school day, transportation, safety precautions, type of program, special equipment, stamina of the student, and reaction of classmates. Careful planning will avoid future problems and assure the successful transition from rehabilitation to school.

Students with traumatic brain injury could be served under a variety of combination programs; regular education, Section 504, and/or special education. If the student is receiving special education services, the individual education program and related services needs to be reviewed at least every six

to 10 weeks and should be flexible enough to meet the rapidly changing needs of the student. Many students return to school with few skills, yet within four to five months, they are functioning nearly as they did before the accident. The placement should be based upon the needs of the student and modified as the student im-

proves. It is not usual for a placement to change several times during a school year.

School staff will require inservice training about traumatic brain injury. There are some excellent resources for teachers who want to learn more about the subject. The following resources are especially helpful:

Guidelines for Serving Students with Traumatic Brain Injury. Utah State Office of Education. Savage, R. (1988). An Educators Manual: What Educators Need to Know About Students with Traumatic Brain Injury. Nation's Head Injury Foundation, Inc.

Mira, M., Tyler, J., and Tucker, B. (1988). Traumatic Head Injury in Children: A Guide for Schools. Kansas State Department of Education.

—Author John Copenhaver, formerly director of the Flathead County Special Education Cooperative, currently works at the Mountain Plains Regional Resource Center, Utah State University. This article was first printed in *Special Educator* (December 1991).

## New commission will examine state's special education funding system—and they need your ideas!

Special education funding has caused school districts as many headaches as any other issue in recent years. State legislative appropriations have not kept pace with the growing cost of providing services. As a result, more and more of the burden has fallen on local school districts.

To compound the problem, Montana's special education funding formula has created wide disparities between districts. Since the formula is based on each district's cost of services, some districts receive more per-pupil state funds because they are able to absorb a high cost to provide services. An October 1990 survey by the Montana Council of Administrators in Special Education found that some districts budget as much as 54 percent of the costs of special education from their general funds, while others contribute only three percent. This only serves to widen Montana's equalization gap.

To tackle these problems, State Superintendent Nancy Keenan has created a special State Commission on Special Education Finance. The commission will review current methods of funding special education and discuss alternative methods. (See "Charge to the commission" at right.)

On December 3, 1991, the commission held its first meeting in Helena. All members agreed that the time had come for rethinking special education funding in view of the major changes and challenges facing special (and general) educators today. The most pressing problems, as voiced by commission members, are the equitable distribution of special education funds, the use of contingency funds, tuition for out-of-district placements, and the funding of various services at different rates (Priority 1 and Priority 2).

There are no limits on what the commission may consider or propose, from a simple refinement of the current system to a complete overhaul from the ground up. Big problems call for creative solutions. The only request OPI has made is that commission members set aside their own personal interests in favor of those of the parties they represent.

A draft proposal, ready for presentation to groups that provide services to students with disabilities, is due from the commission by September 1, 1992. The final proposal, ready for presentation to the Legislative Council, is due by October 15, 1992, and may form the basis for legislation during the 1993 legislature. The commission's work is therefore timely, of great potential impact, and on a very tight schedule.

The reason for telling you all of this is that WE NEED YOUR HELP! *Montana Schools* has an audience of educators in many capacities, people who work daily with students and who have a clear view of the problems that need to be solved. Commission members need to know what problems you face. They need to gather as many good ideas as possible for dealing with student needs, innovative teaching models, and the rapid growth in child count.

You can help by getting your ideas to members of the commission and by asking parents, students, and educators who have an interest in special education to do the same. To register your opinions, contact members of the commission who represent your geographical or professional area. Their names are listed at right. The council's next meeting is scheduled for February 3, 1992.

—Bob Runkel, Director, OPI Division of Special Education

## IDEA begins a whole new ballgame

Special education said goodbye to an old friend this past year: the Education of all Handicapped Children Act (EHA). Congress amended the EHA and renamed the amended law the Individuals with Disabilities Education Act (IDEA). I wonder how many hours in smoked-filled rooms it took to invent a new acronym.

The new law expanded requirements for educators. Some of the major highlights include the following:

- Terminology will change from "handicapped" to

## Charge to the Commission on Special Education Finance

Superintendent Nancy Keenan presented the Commission on Special Education Finance with an ambitious charge. Specifically, she asked them to do the following:

1. Maintain the integrity of programs for students requiring special education.
2. Use all educational resources, including those of general and special education, effectively and productively.
3. Create a predictable and manageable funding methodology for special education.

The commission will focus on alternative methods of funding special education that will:

- Distribute special funds equitably among school districts and special education cooperatives to ensure equitable educational opportunity for all students with disabilities regardless of where they live.
- Be easily understood.
- Be capable of providing stability in the level of funding.
- Remove financial incentives for identifying students as eligible for special education.
- Be objective and as automated as possible.

## Members of the Commission on Special Education Finance

Don Bidwell, Belfry, Superintendent;

Gail Cleveland, Great Falls, Director of Special Education;

Rick Davis, Kalispell, Elementary Principal;

Steve Gaub, Charlo, Superintendent;

Bill Hickey, Anaconda, Director of Special Education;

Mary Hudspeth, Libby, County Superintendent;

Peg Hunter, Helena, Teacher;

Katharin Kelker, Billings, Parent and Director, Parents Let's Unite for Kids;

Dr. Michael Kupilik, Missoula, Trustee;

Ned Laird, Billings, Director of Pupil Services;

Dorothy Laird, Kalispell, County Superintendent;

Sara Lester, Great Falls, Teacher;

Bob Miller, Helena, Middle School Principal;

Rick Moe, Boulder, Superintendent;

Jude Oberst, Helena, Parent;

Ray Peck, Havre, Legislator;

Bill Pellant, Stevensville, Director of Special Education;

Steve Racki, Bigfork, High School Principal;

Bob Richards, Miles City, Superintendent;

Mike Richter, Valier, Trustee;

Carol Ruf, Richey, Superintendent;

Rob Rust, Malta, Superintendent;

Duane Synoground, Melstone, Superintendent;

Dennis Williams, Conrad, Superintendent

(Continued on page 16)



Third Eye Photographics: Craig Sharpe



"Dispatches" are updates from Office of Public Instruction staff. All OPI staff can be reached by calling the phone numbers listed or by writing them at Office of Public Instruction, State Capitol, Helena, MT 59620.

## ACCREDITATION

Gail Gray, Assistant Superintendent, 444-2089

Attention school administrators: It is the opinion of the Office of Public Instruction that the self-study associated with participation in the Northwest Accreditation Association fulfills the requirements of accreditation standard 10.55.701(9) ARM to conduct a self-evaluation program at least every 10 years.

Further, OPI has agreed to conduct joint accreditation visitations with the Northwest accreditation teams if requested by member schools. However, a Northwest visitation without the Office of Public Instruction would not satisfy the requirement of rule 10.55.701(9). If you have questions, please call me at the number above.

## SCIENCE

Bob Briggs, Specialist 444-4439

### Top science and math teachers sought

The Office of Public Instruction is seeking nominations for mathematics and science teachers, K-12, who are eligible for Presidential Awards for Excellence in Science and Mathematics Teaching. Eligible teachers must spend half time or more in the classroom. Colleagues, school administrators, students, or parents may nominate outstanding teachers by writing a letter that includes the teacher's name, school, school address, and a description of the writer's affiliation with the teacher. Please mail information to Bob Briggs, Science Specialist, Office of Public Instruction, Capitol Station, Helena, MT 59620. Nominations must be signed by the writer and postmarked by February 14, 1992.

Presidential Awards for Excellence in Science and Mathematics Teaching strive to identify outstanding teachers of science and mathematics who can serve as models for their colleagues. Additionally, these awards provide increased status and monetary rewards for demonstrated professionalism so that high quality teachers will be encouraged to enter and remain in the science and mathematics fields.

National winners, one in each subject area and grade level in

each state, will participate in an expense-paid awards ceremony at the White House in Washington, D.C. The program is administered by the National Science Foundation in conjunction with the National Council of Teachers of Mathematics (NCTM) and the National Science Teachers Association (NSTA). Contact me for more information.

## TRAFFIC EDUCATION

Curt Hahn, Specialist 444-4432

### New staff

Mary Cheryl Larango, former bicycle coordinator for the City of Missoula and chairperson of Missoula's Safe Kids Coalition, is now the Office of Public Instruction's Bicycle/Pedestrian Safety Specialist. Cheryl has over six years' experience in bicycle coordination services with additional experience in business, education, and government. She began her employment at OPI on January 9, 1992. You can contact her at 444-0576.

David Huff, former transporta-



tion supervisor for the Northwest Wyoming Board of Cooperative Services in Thermopolis, Wyoming, has accepted the position as OPI's Pupil Transportation/Passenger Safety Specialist. He has over 12 years' experience in transportation services with additional public service experience. David will begin work on February 3, 1992. His phone number is 444-4396.

With the addition of these positions, OPI will be able to provide schools a wide range of K-12 traffic education expertise and services. Funding for these positions is provided for under the earmarked Traffic Education Program.

### Traffic educator/automobile dealer of the year

Remember, March 1, 1992, is the deadline for submitting nomination applications for your local dealer or teacher to receive the 1992 Montana Automobile Dealer or Traffic Educator of the Year

Award. Montana AAA, the Montana Traffic Education Association, and OPI are sponsors.

### 1992 traffic education conference

The 1992 state Traffic Education Conference will be held April 26, 27, and 28 at the Park Inn, Lewistown. Northern Montana College will offer two quarter hours of credit. Recertification equivalency credits will also be available. The conference will commence at 8:00 a.m. on Sunday, April 26, and conclude at 4:00 p.m. on Tuesday, April 28. Hope to see you all there. Registration information will be mailed in March.

### Ford Simulator II disk

Ken Benson, traffic educator from St. Ignatius, recommends the use of the Ford Simulator II computer software disk for helping your students learn driving skills. Ken says it's user-friendly and fun, and he encourages you to try it. It is IBM-compatible and available for \$6.95, including shipping and handling, from the following address: Ford Simulator, 14310 Hamilton Ave., Highland Park, MI 48203.

### National youth traffic safety conference

Students and adults interested in injury prevention programs and ideas would benefit from the National Youth Traffic Safety Conference. It will be held at Southwest Texas State University, in San Marcos, June 27 to July 1, 1992. The registration fee is \$100. For information, contact the National Student Safety Program, 239 Florida Ave., Salisbury, MD 21801 (301-860-0075).

### Stacking odds in your favor

As it stands now, two out of every five Americans will be involved in a crash with a drunken driver at some point in their lives. How can you put the odds in your favor to avoid such a crash?

- First, buckle up. Your seat belt is your best defense against an out-of-control drunk.

- When considering a new car, buy one with an air bag.

- Be extra cautious driving on Friday and Saturday nights. Three-fifths of the fatal crashes occurring on weekend nights involve drunken drivers, compared to 13 percent on weekdays.

- If you spot a drunken driver, call police as soon as possible. Tell the dispatcher exactly when and where you spotted the suspect, including the direction of travel. If possible, a vehicle description, with the license plate number, is important. Citizen calls result in thousands of DUI arrests each year.

- If you have a cellular phone, call authorities immediately. Most cellular companies do not charge for emergency 911 calls.

- Do not try to stop the suspect

yourself. Stay as far away as you can until you can safely pull out of traffic. Then find a phone.

- Never drive after drinking nor ride with a driver who drinks. Some 75 percent of people killed in alcohol-related crashes every year are either drunken drivers themselves or their intoxicated passengers.

### Drug testing in intrastate commercial transportation

Effective October 1, 1991, Montana law (MCA 39-2-304) has been amended to allow urine testing of employees and job applicants involved in intrastate commercial transportation of persons or commodities. "Intrastate" means commerce or trade that is begun, carried on, and completed wholly within one state. This amended legislation will affect many school bus operations that contract these services.

We will be forwarding specific information to all Montana pupil transportation supervisors, school bus contractors, and county superintendents. This information will include an explanation of how you are affected and copies of the applicable state legislation and Federal Motor Carrier Safety regulations. For answers to specific questions on this issue, please contact Curt Laingen, Safety Director, Montana Motor Carriers Association, Inc., P.O. Box 1714, Helena, MT 59624 (442-6600).

## GIFTED & TALENTED

Michael Hall, Specialist 444-4422

### Byrd scholarships

Applications for the 1992-1993 Senator Robert C. Byrd Honor Scholarships are now available. Graduating seniors should inquire about applications and requirements from their guidance counselors. For further information contact Janet Andrew or me at 444-1951.

### AGATE convention

Montana AGATE will hold its annual convention April 9, 10, 11 in Great Falls at the Heritage Inn. This year, the convention will focus on gifted education and the arts. For more information, contact Stephanie Smith, president of Montana AGATE, at 255-3500.

## ENGLISH LANGUAGE ARTS

Jan Hahn, Specialist 444-3714

### Professional development opportunities

If professional development was a

(Continued on page 11)



(Continued from page 10)

part of your New Year's resolutions, you may want to take advantage of one of the following opportunities:

The National Council of Teachers of English's spring conference will be held in Washington, D.C., March 24-28, 1992. The spring conference tends to be more classroom-oriented than the fall conference. Lucy Calkins, author of *The Art of Teaching Writing* and *Lessons from a Child*, will speak at the elementary section general session. Other well-known presenters include Jerome Bruner, Lucille Clifton, and Paula Danziger. Contact NCTE, 1111 Kenyon Rd., Urbana, IL 61801.

English Language Arts teachers in the Northwest are particularly fortunate this year to have two national conventions nearby: The National Council of Teachers of English in Seattle and the Canadian Council of Teachers of English and Language Arts (CCTE) in Calgary. The CCTE will hold its national conference April 29 through May 3 at the Westin Hotel in Calgary. Some of the major speakers are John Pfordrusher, Cynthia Self, and Robert MacNeil of the MacNeil/Lehrer NewsHour and author of *The Story of English* and *Wordstruck*. Social functions include a barbecue and rodeo, banquet and casino, and four exciting tours. Contact Patricia Harvey, 210 39 Ave. SW, Calgary, Alberta T2S 0W5 (403-243-1871), or check MATELA's *Update* for a registration form. If you're interested in organizing a busload of Montana teachers to Calgary, please call me.

Carroll College is planning a writers' workshop in April. Call Father Robert Butko for more information (442-3450).

Charlotte Huck, well known for her college text, *Children's Literature in the Elementary School*, will deliver the May Hill Arbutnot Honor Lecture on Sunday, April 26, 7:30 p.m., at the Montana Library Association Conference in Bozeman.

Many "writers' conferences" are designed for writers, but they often feature a well-known author of interest to teachers. Also, participants often produce some kind of writing, and that experience is good for teachers. Watch *Writer's N.W.* or publications such as *Montana Writers' Newsletter* for such opportunities.

Listening is an often-neglected part of the Language Arts curriculum. The International Listening Association holds its 1992 convention in Seattle, March 4-8, at the Edgewater Inn. The program will address themes such as gender and listening, listening assessment, and listening consulting. Special program tracks have been developed for research, elementary and secondary education, university education, business and consulting, and research.

Contact Mary Wise, ILA Executive Director, Center for Information & Communication Sciences, Ball State University, Muncie, IN 47306-0535 (317-285-1889).

The third annual playwrights' festival and conference will be held on beautiful Flathead Lake May 1-6. The "Gathering at Bigfork: Theatre in the Last Best Place" will feature workshops and staged readings by John Pielmeier, Jack Heifner/Don Jones, Steven Metcalfe/Doug Michilinda, Constance Congdon, Paul Zindel, and Doris Baisley. Cost is \$250 for the six days. Call 756-1968 or write P.O. Box 1230, Bigfork, MT 59911.

## Summer institutes

It's not too early to start thinking about institutes available this summer:

July 7-11, the Copper Mountain Resort in the Rocky Mountains west of Denver will be the site of the second summer institute sponsored by the Secondary Section of NCTE. Sessions for middle school and junior and senior high teachers will focus on professional concerns and practical classroom methods. Presentations by leaders in the field will alternate with small-group interaction. Between meetings, participants can enjoy summer in the mountains: biking, white-water rafting, historic tours, and alpine views. For details and registration forms, write Education Services, NCTE, 111 Kenyon Rd., Urbana, IL 61801.

The National Endowment for the Humanities offers 62 seminars at various sites in the U.S. and abroad, each tied to a particular literary figure or genre such as Nathaniel Hawthorne, Herman Melville, "The Frontier, Indians, and the Environment," and "American Transcendentalism." Teachers selected to participate will receive a stipend of \$2,450 to \$3,200, depending on the length of the seminar. Contact NEH Opportunities for School Teachers, 1100 Pennsylvania Ave., NEW, Room 406, Washington, D.C. 20506, for a complete list of seminars. From this list, you must apply to the seminar directors before March 2, 1992.

Western Montana College hosts a writers' conference in July through its office of continuing education. Contact Sue Jones at Western, 683-7011.

The Montana Writing Project, June 15-July 10, is a wonderful opportunity for teachers of all subject areas to extend their writing skills, participate in workshops, and use microcomputers. After the four-week institute, participants are qualified teacher-consultants who can help organize writing workshops, develop curricula, and assess student writing skills. The fee is \$800, which school districts or funding agencies usually provide. Deadline for application is March

15, 1992, MATELA is offering one scholarship this year. Contact Dr. Beverly Chin, Director, Montana Writing Project, Department of English, University of Montana, Missoula, MT 59812 (243-5231).

The D'Arcy McNickle Center

for the History of the American Indian will again hold a Native American literature summer institute for secondary and reservation college teachers June 29-August 7 at the Newberry

(Continued on page 12)

## STATISTICS CORNER

### How does Montana compare?

Statistics can tell a fascinating tale. Recently, the Council of Chief State School Officers (CCSSO), an organization of public officials who head the departments of education in each state, the District of Columbia, and six other U.S. jurisdictions, issued a report identifying state-level statistics on the nature and background of educational systems. The information presented in the report, *State Education Indicators 1990*, indicates several interesting things about Montana's strengths and weaknesses and how we compare with other states and jurisdictions:

#### In Montana:

- 22% of children under 18 live in households below the poverty line;
- 45% of 18- to 19-year-old mothers have less than 12 years of schooling;
- 93% of K-12 students are in districts with enrollment under 1,000.

#### In comparison with other states, Montana is:

- Highest in percent of eligible voters casting ballots in the last congressional election;
- 2nd highest in percent of eligible voters casting ballots in the last presidential election;
- 5th highest in number of five- to 17-year-old students who attend public schools;
- 8th highest in percent of adults with four years of high school;
- 29th highest in education expenditures per pupil;
- 36th highest in relative taxpayer ability;
- 38th highest in per capita income;
- 41st highest in gross state product per school age child;
- 48th highest in population per square mile.

#### In comparison with other states, from teachers' perspectives, Montana is:

- 2nd lowest in disruptive school behavior;
- 5th lowest in violence against other students;
- 11th lowest in student absenteeism;
- 12th lowest in poor health among students;
- 15th lowest in lack of parental support;
- 17th lowest in violence against teachers;
- 19th lowest in student apathy;
- 19th lowest in abused/neglected students;
- 32nd lowest in student use of drugs other than alcohol;
- 45th lowest in student alcohol use.

#### In comparison with other states, on the math National Assessment of Education Progress (NAEP), Montana 8th grade students scored:

- Highest on the geometry subtest;
- Highest on the algebra and functions subtest;
- 2nd highest overall on the NAEP test;
- 2nd highest on the measurement subtest;
- 2nd highest on the data analysis, statistics, and probability subtest;
- 3rd highest on the numbers and operations subtest.

### DATABIT: Where did all the elementary students come from?

Is your elementary enrollment higher than last year? If so, your district isn't the only one. Overall, Montana's elementary enrollment increased by about 1,200 students from fall 1990 to fall 1991. High school enrollment also increased (by about 1,100), but that was expected because the freshman class entering in fall 1991 was considerably larger than the 1991 graduating senior class.

However, the state-wide increase in elementary enrollment was not expected. If your district experienced an elementary enrollment increase in the fall of 1991 and you have information that might help explain the mysterious increase (such as transfers from out of state or increased first-grade enrollment), please write Dori Nielson at OPI, State Capitol, Helena, MT 59620, or call her at 444-3656.



(Continued from page 11)

Library in Chicago. The faculty includes Lawana Trout, Frederick Hoxie, James Welch, and Delilah Orr. Twenty fellowships, including a \$1,500 stipend, \$1,200 for room and board, and round-trip travel cost, are available. Contact Lawana Trout, D'Arcy McNickle Center for the History of the American Indian, The Newberry Library, 60 West Walton St., Chicago, IL 60610 (312-943-9090).

I also have information and registration materials for most of these opportunities. Call me at 444-3714.

## READING

**June Atkins, Specialist**  
444-3664

### Events in 1992 and 1993:

*February:* I Love To Read Month (celebrate a month of reading)

*February 27-March 2:* Fourteenth West Regional Conference, Portland, Oregon.

*April 4:* Northwest Reading Conference, Kalispell, Cavanaugh's Inn, Contact Ruth Leonard at 862-3568 or 862 5697.

*April 5-11:* National Library Week.

*May 3-8:* IRA Conference, Orlando, Florida.

*July 13-16:* World Congress for Reading, Maui, Hawaii.

*October 15-16:* Montana State Reading Conference, Great Falls, Heritage Inn. Contact Arlene Hett at 761-8210 or 452-3221.

*October 22-25:* Rocky Mountain Regional, Couer 'D Alene, Idaho.

*April 26-30, 1993:* IRA Conference, San Antonio, Texas.

### February, I Love to Read Month

Here are more suggested activities for celebrating February, I Love To Read Month and for reading activities throughout the year:

*Potential bulletin board theme:* "I'm in love with books."

*Read aloud:* Read to the class every day, no matter how old the students are! Read students brief but complete stories as often as possible. Provide variety, high interest, humor, special interest, family stories.

*Be a model:* Let students see you read.

*Community member:* Invite community members to read to the class. Write invitations to community people asking them to visit school and talk about books and reading.

*Auction:* Have students bring in paperbacks to "auction" for play money. Use student auctioneers to encourage bidding.

*Read Me Day:* Teachers and students wear clothing that can be read.

*Heavy Reading Week:* Weigh all the books read by students all week. Record this information every day on a graph. (This idea was submitted by Mary Lou

Wagner, librarian, Alkali Creek Elementary.)

*Round-table:* Have a round-table discussion of books.

*Bookmark contest:* Hold a bookmark contest. Print the winning entries for distribution.

*Buttons:* Make "I Love To Read" buttons. Give a prize for the best-designed buttons.

*Reading party:* Have a reading party. Students can play word games, have a puppet show, read a book, tell stories, pantomime, or design their own reading-related activity.

*Principal:* Bring the principal in to read to students.

I hope these suggestion will whet your imagination! Please send your reading ideas to me to be shared with other Montana educators!

### Reading directory

The Office of Public Instruction and the Montana State Reading Council are developing a directory of educators willing to present sessions or workshops or to be resources for school districts and conferences. If you would like to be included in the directory, please contact me at 444-3664.

Don't be shy, please reply by April 1, 1992.

## AUDIOVISUAL LIBRARY

**Jim Meier, Supervisor**  
442-3170

The following new titles have been added to the Office of Public Instruction's Audiovisual Library. You may schedule these materials either through your school's film coordinator or by calling me at the number above.

### General

These new videos are from the National Geographic Society and are excellent resources to augment your curriculum. They cover a variety of subject areas.

21082: *The Secret Leopard*. Takes the viewer to the private world of the wild leopard, an animal that is seldom seen. Shows a mother of three cubs as she stalks her hunts and strives to raise her family. Compares the cats with other predators such as the lion, hyena, and cheetah. 60 minutes.

21083: *Rain Forest*. Shows the dense rain forests of Costa Rica, the environment in which nearly two and a half million different life-forms live. Includes a warning to humankind if human encroachment upon the world's rain forests continues. 60 minutes.

21084: *Jane Goodall: My Life With Chimpanzees*. Chronicles the life of Jane Goodall and her lifelong dedication to the study of chimpanzees. 60 minutes.

21085: *Land of the Tiger*. Features footage of tigers stalking prey, caring for their young, swimming,

playing, and fighting. Shows other animals that share the tiger's domain. 60 minutes.

21086: *Living Treasures of Japan*. A documentary of 70 master crafts people and performers who are charged with passing on Japan's artistic heritage to future generations. Shows homes and workshops of the people who keep Japan's creative traditions alive. 60 minutes.

21087: *Volcano!* Relates the stories of Maurice and Katia Krafft, who have traveled the world from Iceland to Hawaii and are usually the first to reach volcanic eruptions. Shows the authors just arms-length from the fiery blast as they risk their lives to document the birth of a volcano. 60 minutes.

21088: *Superliners*: Twilight of an Era. Before the days of jet travel, magnificent ocean liners such as the Queen Mary and the Normandie set the standards of taste, luxury, and efficiency. This video relates life aboard the Queen Elizabeth II in a nostalgic look at the great vessels of a time gone by. 60 minutes.

21089: *Africa's Stolen River*. Shows the gradual transformation of a one-time paradise into a land of struggle for creatures whose lives depend on the Savutie Channel, which is slowly disappearing. 60 minutes.

21090: *Cameramen Who Dared*. Takes the viewer behind the lenses of documentary film makers who risk their lives to get the perfect shot. Follows these professionals as they dive with deadly sharks, come nose to nose with polar bears, record shocking scenes from Vietnam, and climb Mt. Everest to its summit. 60 minutes.

21091: *Baka: People of the Forest*. Takes the viewer on a journey deep into the African rain forest for a rare look at the lives of the Baka, a semi-nomadic people who have wandered central Africa for centuries. Known to the world as Pygmies, they are the uncontested masters of their environment. 60 minutes.

21092: *Search For the Great Apes*. Features the fieldwork of Dian Fossey and Birute Galdikas-Brindamour, both part of a worldwide effort to understand humankind's closest living relatives. Shows a warm view of these rare apes. 60 minutes.

21093: *The Explorers: A Century of Discovery*. Chronicles many of the world's greatest explorers who unlocked secrets of the oceans, lifted humans into the stratosphere, and mapped the boundaries of the earth, sea, and sky. 60 minutes.

21094: *Those Wonderful Dogs*. Shows loyal canines at work as they search for buried victims of an earthquake, assist the physically disabled, and pull sleds in the blizzards of Alaska. Shows dogs trained to act and dogs that served as messengers on the

battlefields of WW II. 60 minutes.

21095: *Hong Kong: A Family Portrait*. The British Crown Colony of Hong Kong will be returned to the People's Republic of China in 1997. This video takes the viewer to Hong Kong port for a visit with a boat family that has made its home on the Hong Kong waters for more than a hundred years. 60 minutes.

### Health, physical education, drugs

21096: *Children of Alcoholics: Schools Can Help*. This three-part video is designed to be used by educators of children in grades 4-8 whose parents are alcoholics. 1) *What Educators Need to Know About COAs*, 2) *COAs Roles and Rules*, and 3) *What Educators Can Do to Help COAs*. 56 minutes.

### STRIDE Series

The following are part of the STRIDE series on drug use and education. The STRIDE series was designed for use by educators of children in grades 4-8.

21097: *The Problem: Use, Misuse, and Abuse*. Provides goals and objectives of the study program. 56 minutes.

21098: *The Role of Teachers in Drug Education*. Discusses the role teachers can take and shows how they can informally intervene in drug use cases. 58 minutes.

21099: *Drugs of Abuse*. Discusses different types of drugs that are abused and illustrates instructional materials. 58 minutes.

21100: *Bases of Drug Prevention*. Discusses causes of drug abuse. 58 minutes.

21101: *Background of Drug Education/Current Research*. Describes the history of drug education. 54 minutes.

21102: *Skill Building for Students, Part 1*. Discusses the "Hawkins risk factors." 57 minutes.

21103: *Skill Building for Students, Part 2*. Discusses peer pressure and shows how to develop resistance to negative peer pressure. 56 minutes.

21104: *Skill Building for Students, Part 3*. Discusses how to develop coping and decision-making skills in children. 58 minutes.

21105: *The Role of Self-Esteem in Drug Prevention*. Demonstrates self-esteem building, establishes the need for self-esteem in children, and shows who advertisers target in alcohol and tobacco advertising. 58 minutes.

21106: *Comprehensive Drug Prevention Programs*. Shows the different components of drug abuse prevention programs. 58 minutes.

21107: *Types of Prevention Programs*. Shows eight types of prevention programs and gives examples of each program. 58 minutes.

21108: *The Role of the Family in Drug Prevention*. Profiles four different types of parents and relates the role of the family in

(Continued on page 13)



(Continued from page 10)

drug abuse prevention. 58 minutes.

21109: *The Role of Community/Neighborhood in Drug Prevention*. Shows the role of the community in drug abuse prevention. 58 minutes.

21110: *Intervention/Treatment/Recovery*. Shows methods of intervention, treatment, and aftercare. 58 minutes.

21111: *Looking Back and Looking Forward*. Presents a global view of drug abuse prevention and prevention in the classroom. 58 minutes.

## Gender equity

21112: *Shortchanging Girls, Shortchanging America*. Underscores the need for major changes in the way girls are taught and treated in schools. Includes AAUW poll results, interviews with education experts, interviews with public policy leaders, and the voices and faces of American girls. 19 minutes.

## CHAPTER 2

Kathleen Mollohan, Specialist  
444-4317

## Chapter 2 regional workshops

The Office of Public Instruction

## Kudos!

### Montanan is National Indian Student of the Year

Congratulations to Tarissa Spoonhunter, who was named National Indian Student of the Year at a meeting of the Coalition for Indian Education in Albuquerque, New Mexico, in November. Spoonhunter, a senior at Browning High School, was selected for her academic success, leadership in school and community, and commitment to her heritage.

will conduct three regional workshops in spring 1992 for Chapter 2 authorized representatives and clerks. A letter will be sent out later this winter, but in the meantime, you may want to reserve the date of the workshop nearest you:

Missoula, May 11, 1992, 1-4 p.m.;  
Lewistown, May 13, 1992, 9 a.m.-noon;  
Billings, May 22, 1992, 9 a.m.-noon.

## Chapter 2 report available

The annual report to the U.S. Department of Education on Montana's use of ESEA Chapter 2 funds is available. This report summarizes Chapter 2 activities statewide during the 1990-91

school year. Copies can be obtained from your county superintendent or by contacting me.

## NATIONAL DIFFUSION NETWORK (NDN)

Patricia B. Johnson, Specialist  
444-2736

The National Diffusion Network (NDN), established by the U.S. Department of Education in 1974, selects the best educational programs from throughout the country and helps schools learn about and implement these programs. There are over 400 exemplary programs in all subject areas and grade levels that can be matched to the needs, philosophy, and resources of an individual school.

As the Montana state facilitator for NDN programs, I can provide awareness presentations about NDN programs, discuss funding sources, arrange teacher training, maintain contact during implementation, and ensure follow-up.

Scores of Montana schools, both public and private, are implementing NDN exemplary programs. Some of the most requested programs are:

REACH: Respecting Ethnic and Cultural Heritage: a model for multicultural education to increase knowledge and appreciation of diverse cultures.

Talents Unlimited: a structured application of multiple-talent theory to the regular classroom.

CRISS: Content Reading Including Study Skills: a strategy to help students develop lifetime learning skills using existing curricula.

Success Enrichment: a program to enrich the education of intellectually, academically, and creatively gifted students.

Decision Making Math: a program to increase math capabilities and thinking skills through real life contexts.

Systematic Screening for Behavior Disorders: a process for identifying students who may be at risk for developing behavior disorders.

PRISMS: Physics Resources and Instructional Strategies for Motivating Students: a program that relates physics to the lives of students and develops reasoning/science problem-solving skills.

DPA: Diagnostic Prescriptive Arithmetic: a program that emphasizes developing, modeling, and mastering basic arithmetic concepts and skills.

Chapter 1 HOTS: Higher Order Thinking Skills: an alternative approach using higher order thinking activities.

KIDS KITS (Kids Interest Discovery Studies KITS): a program generating active, self-directed learning and higher levels of thinking.

For a complete listing of NDN project titles, consult the METNET

electronic bulletin board service or call me at 444-2736. Different NDN programs will be highlighted in each issue of *Montana Schools*, beginning with the following program:

## Program highlight: Systematic Screening for Behavior Disorders

Systematic Screening for Behavior Disorders (SSBD) is a simple, cost-effective process for screening and identifying K-6 students who may be at risk for developing behavior disorders. It is a process that relies on teacher judgement and observation.

A unique feature of the SSBD process is that shy, withdrawn, teased, or sad children are assessed along with children who are "acting-out." Research indicates that these "internalizing" children are as likely to drop out of school and to develop long-term socially maladaptive behavior as their "externalizing" peers.

Early identification and intervention have been shown to positively impact potential problems such as school failure, dropping out of school, long-term maladaptive behavior such as criminal activity, and mental health problems. See "Where is School Along the Path to Prison?" in the September 1991 issue of *Educational Leadership*.

For more information on SSBD, call Rebecca Williamson, SSBD project director (303-651-2829). For information on other NDN programs, call me at 444-2736.

## HEALTH EDUCATION

Rick Chiotti, Specialist  
444-1963

### Eliminating health hazards

The Occupational Safety and Health Administration (OSHA) recently announced a standard under the Occupational Safety and Health Act of 1970 to eliminate or minimize occupational exposure to Hepatitis B Virus (HBV), Human Immunodeficiency Virus (HIV), and other blood-borne pathogens.

OSHA is issuing the final blood-borne pathogens standard to protect more than 5.6 million workers and prevent more than 200 deaths and 9,200 blood-borne infections each year. More than three quarters of the affected workers—4.9 million—are employed in health care facilities such as hospitals, nursing homes, and physicians' and dentists' offices. Other occupations where exposure occurs include, but are not limited to, funeral services, linen services, medical equipment repair, emergency response units, correctional facilities, and law enforcement. Overall, more than half a million establishments will be covered.

Occupational transmission of HIV is relatively rare, but the

lethal nature of HIV requires that every possible measure be taken to prevent exposure. Since any exposure to blood could potentially be fatal, the standard covers employees who may be reasonably anticipated to come into contact with human blood and other potentially infectious materials in order to perform their jobs. "Good Samaritan" acts such as assisting a coworker who has a nosebleed would not be covered.

The standard, which becomes effective on March 6, 1992, calls for engineering controls such as puncture-resistant containers for used needles, work practices such as hand-washing to reduce contamination, and appropriate personal protective equipment such as gowns and gloves.

For copies of this standard, contact the OSHA Office of Publications, U.S. Department of Labor, Room N3101, 200 Constitution Ave. NW, Washington, D.C. 20210 (202) 523-9667.

## "Tobacco free" posters available

The Office of Public Instruction and the Department of Health and Environmental Sciences offer a bright, yellow 9" X 12" MONTANA TOBACCO FREE SCHOOL poster to schools who are tobacco free and want to proclaim it. The poster is also available to schools who are actively promoting a tobacco-free school. Please contact me to request your poster.

## ADULT EDUCATION

Bob Ruthemeyer, Specialist  
444-4443

### Adult education public hearings

Public hearings on the amendments to the Montana Adult Education Plan will be held this March in Billings and Kalispell. The plan explains how federal Adult Basic Education funds will be spent in Montana for fiscal years 1993 through 1995. The Kalispell hearing will be held March 12, 1992, at 7:00 p.m. in Room 148 of the Science and Technology Building of Flathead Valley Community College. The Billings hearing will be held March 19 at 7:00 p.m. in the Billings Adult Learning Center Room, 213 North 30th Street.

### GED students do well in college

Montana's General Educational Development (GED) students appear to be doing well in college, according to a study conducted at Eastern Montana College. And it appears that the longer these students stay in college, the more substantially their grades improve. It may be that if adult education spent more time preparing students for the trials and tribulations of college life,

(Continued on page 14)



(Continued from page 13)  
GED students would make an even stronger grade point showing in their first college year.

## METNET

Steve Meredith, Apple Macintosh Computer Specialist  
444-3563

**1992 Apple education TV series**  
"Imagine" is a series of five television programs that demonstrate how computers are used in education. Programs include real-world examples of computer use, software demonstrations, and question-and-answer segments that allow you to call in with your questions or comments. Broadcasts are available via satellite

downlink to universities, colleges, and schools throughout the U.S.

Apple Computer plans to broadcast five shows for the 1992 season in January, February, March, April, and May. All programs are one hour in length with a test time one hour prior to the broadcast. The topics and dates are as follows:

*Innovations in Technology: Jan. 23, 10:00 a.m. Pacific.* The distinctions between the computer, television, and telecommunications industries are blurring. Unprecedented access to vast databases housing text, voice, images, and even video is coming to personal computers. Take an inside look at how Apple is helping to shape these changes.

*How Computers Are Changing the Way We Learn: Feb. 20, 10:00 a.m. Pacific.* See the difference technology is making in the classroom.

Explore how software "text-books," tools for collaborative learning, and other exciting developments are enhancing the learning process.

*Macintosh Solutions for Math and Science: March 19, 10:00 a.m. Pacific.* Math and science involve abstract concepts that are difficult for many students to visualize.

Take a look at how computers are helping students see relationships and understand concepts.

*Multimedia in Language and Literacy: April 16 10:00 a.m. Pacific.* Illiteracy and multilingualism affect all of us. Learn how the Macintosh combines sound, graphics, and video to help people learn new languages and enhance their reading and writing skills.

*Client/Server Architecture and Information Access and Analysis: May 21, 10:00 a.m. Pacific.* Informa-

tion is the lifeblood of any organization. Having the right information at the right time can be crucial. See how campuses are integrating computers with host databases, applications, and computer platforms.

Here is the satellite information needed to downlink the first "Imagine" broadcast:

TEST: 9:00-10:00 a.m. Pacific  
PROGRAM: 10:00-11:00 a.m. Pacific

C-BAND COORDINATES:  
SATELLITE: Galaxy 6  
TRANSPONDER: 21  
POLARIZATION: Horizontal  
DOWNLINK FREQUENCY: 4120 Mhz

AUDIO SUBCARRIERS: 6.2 and 6.8 Mhz

KU-BAND COORDINATES:  
Please call 408-862-1204.

## Bulletin Board

Listings in the Bulletin Board do not necessarily imply an endorsement by the Office of Public Instruction.

### RESOURCES

**Free: traveling boxes on wolves**  
The National Wildlife Federation, in cooperation with the U.S. Fish and Wildlife Service and the U.S. Forest Service, has produced 25 boxes full of interesting hands-on materials on wolves. The boxes are available for instructors to borrow for a week.

Included in each box are skulls, pelts, plaster casts of tracks, books, photographs, videos, and a manual with activities, games, and information. There is no charge for the boxes, but instructors are responsible for lost or broken items, round-trip shipping, and completion of an evaluation form. Teachers will need to evaluate the activities and materials and choose those that are appropriate for students' ages and abilities.

The boxes are booked three to four months in advance, so reserve yours early. Contact Pat Tucker, National Wildlife Federation, 240 N. Higgins, Missoula, MT 59802 (721-6705).

### Free: guide for special education courseware

IBM offers a free guide for special education teachers that helps match education computer courseware to the needs of students. "IBM Educational Courseware: Integrating the Needs of Students in Special Education" was written by specialists at three leading teacher training institutions. The guide is

free; copies may be obtained by contacting your local IBM representative. For the name of the IBM representative nearest you, call 1-800-IBM-2468.

### Dayton School seeks information on Montana's historic schools

The students of Dayton Elementary School are researching older school buildings that are still being used as schools in Montana, and they need help. So far, they know of only one school building still in use that was built before 1910—Canyon Creek School in Lewis and Clark County.

Can you help these students? If so, please contact Jenny Wright, fifth grade teacher, Dayton School, P.O. Box 195, Dayton, MT 59914.

### Rethinking Columbus

*Rethinking Schools*, a nonprofit, independent newspaper produced by Milwaukee educators, has produced a special 96-page resource guide called *Rethinking Columbus*, with resources and teaching ideas for teachers K-college.

The guide helps educators teach about the quincentenary from a multicultural perspective. It challenges traditional views of the Columbus myth and addresses current issues such as Native American struggles for land rights. Contact *Rethinking Schools*, 1001 E. Keefe Ave., Milwaukee, WI 53212.

### Caribbean connection

Caribbean Connections, a project of the Ecumenical Program on Central America and the Network of Educators on Central America, offers two new resources for secondary global and multicultural education. These illus-

trated collections present fiction, nonfiction, oral histories, map exercises, songs, drama, and teachers guides. They are suitable for social studies, English, Spanish, and global studies classes. Contact NECA, 1118 22nd Street, NW, Washington, D.C. 20037 (202-429-0137).

### TASSP resources

The Technical Assistance for Special Populations Program (TASPP) announces the availability of the following resources:

*Career-Vocational Education Special Populations IMPACT Plan.* Contact Special Needs Unit, Career-Vocational Education Division, California State Department of Education, 1919 21st St., Sacramento, CA 95814 (916-327-2159).

*Rural School Resource Book: Exemplary Programs, Practices, and Resources for Rural Educators.* Contact Mid-continent Regional Educational Laboratory, 4709C Bellevue Ave., Kansas City, MO 64112 (816-756-2401).

*Characteristics of Effective Secondary Vocational Education Programs for Special Populations.* Contact Center on Education and Training for Employment, Ohio State University, 1900 Kenny Rd., Columbus, OH 43210-1090 (800-848-4815).

*Meeting the Needs of Culturally and Linguistically Different Students.* Contact Little, Brown & Co., 200 West St., Waltham, MA 02254 (800-343-9204).

*Improving Their Chances: A Handbook for Designing and Implementing Programs for At-Risk Youth.* Contact Vocational Studies Center, Publications Unit, School of Education, University of Wisconsin-Madison, 1025 W.

Johnson St., Rm. 964, Madison, WI 53706 (608-263-2929).

### CONFERENCES

#### Environmental education

The Montana Environmental Education Association will hold its annual conference March 27-28, 1992, in Bozeman. The conference is for teachers, outdoor leaders, and anyone interested in teaching and learning in the outdoors. Cosponsored by Montana Watercourse and the Montana Power Company, the conference will explore Montana's hot environmental controversies and discuss how to integrate them into classrooms. Keynote speaker will be Joseph Cornell, author of "Sharing Nature With Children." Contact the Montana Environmental Education Association, P.O. Box 928, Dillon, MT 59725 (683-3984).

#### Journalism convention

Eastern Montana College will host a convention for journalism students and advisors featuring national journalists and Montana professionals on May 12 and 13, 1992. Registration will be \$10 per student. About 200 dorm rooms will be available for \$11 per student.

The convention will consist of concurrent workshops for students taught by media professionals and round-table discussions for advisors. Discussions geared for high school students will cover topics such as caption writing, headlines, photography, ad design, copy editing, PageMaker,

(Continued on page 15)



(Continued from page 14)

leadership, staff development, career opportunities, and first amendment legal issues.

The convention is sponsored by EMC's student newspaper, the *Retort*. All journalism instructors should have received information and registration forms by January 15. Deadline for registration is March 25. For information, contact Todd Mitchell, Eastern Montana College, Billings, MT 59101 (657-2194).

## Space physics workshop

The University of Iowa will hold a three-day professional development workshop for secondary school physics and science teachers in summer 1992. The workshop will bring leading space physicists together with teachers to enhance teachers' knowledge of and enthusiasm for space physics and to develop resources for teaching space physics lessons.

Workshop expenses, transportation, and living expenses will be provided. Applicants must be full-time teachers of science/physics classes, grades 9-12, with a minimum of three years' teaching experience.

The application deadline is February 18, 1992. Contact Space Physics Workshop for High School Teachers, Code SS-1, NASA Headquarters, Washington, DC, 20545 (202-453-1514).

## Summer internships in assessment program direction

In summer 1992, Educational Testing Service (ETS) will sponsor an eight-week internship for selected candidates to work with mentors in managing assessment programs. The internships will take place in Princeton, New Jersey. Candidates must have a master's level degree. Each participant will receive \$2,300 and a supplemental living allowance for spouse and children. Contact Margaret Lamb, Educational Testing Service, Princeton, NJ 08541 (609-734-1124).

## Summer math institute

The University of Chicago School Mathematics Project will hold an institute July 13-24, 1992, for leaders in secondary math education. The institute will inform district mathematics supervisors, college-level teacher educators, and teachers about new materials and methods in secondary mathematics. Applications are due 5:00 p.m., February 28, 1992. Contact Carol Siegel, U. of Chicago, 5835 S. Kimbark Ave., Chicago, IL 60637 (312-702-9770).

## Project WILD

Project WILD, sponsored by the Office of Public Instruction and Montana Department of Fish, Wildlife and Parks, announces the following 1992 events of interest to educators:

Feb. 15-16: Project Learning

Tree/WILD workshop, Hamilton. Contact Mike Cavey (994-3501).

April 10-11: Elk Ecology Workshop, Rocky Mountain Elk Foundation/Bison Range. Contact Jodi Bishop (721-0010).

May 2: Bison Range Workshop, Moiese. Contact Marcie Bishop (644-2211).

Spring: WILD workshop, Flying-D Ranch, Bozeman. Contact Lori McCollim (586-1575).

July 16-18: The Governor's Symposium on North America's Hunting Heritage, MSU, Bozeman. Contact Art Wittich, Governor's Office (444-3111).

July 30-August 1: "Endangered Species" conference for teachers, MSU, Bozeman, sponsored by the Conservation Education Section of the North American Association for Environmental Education. Contact Project WILD (444-1267).

If you would like to schedule a Project WILD/Aquatic Workshop for your school or community, contact the Project WILD Office at 1420 6th Ave., Helena, MT 59620 (444-1267).

## Hugh O'Brian youth seminars

The Hugh O'Brian Youth Foundation (HOBY) program recognizes and rewards leadership potential in high school sophomores by holding all-expenses-paid spring leadership seminars for each eligible high school sophomore. Seminars focus on the principles of democracy and leadership. One boy and one girl will be selected from each state HOBY seminar to participate in HOBY's World Leadership Congress at Carnegie Mellon University in Pittsburgh, Pennsylvania, July 24-31, 1992.

All sophomores are eligible to apply. Montana high school principals received information about this program in September. The deadline for nominating students for the HOBY program is February 28, 1992. Contact HOBY's Program Department (213-474-4370).

## CONTESTS

### IBM Teacher of Year program

*Technology and Learning* magazine and IBM invite you to participate in the 1992 Teacher of the Year program. Now in its fifth year, the program seeks to identify and reward teachers who have developed new and exciting ways to use computer-based technology in their instructional programs.

Entrants must write a one- to three-page description of their computer-based program, its goals, and its results. Winners are chosen from every state. From these, the judges choose Regional Winners and the Teacher of the Year. Prizes include computer systems and software. The national teacher of the year will receive a networked computer lab for his or her school. Deadline for entries is April 1, 1992. For more

information and an entry form, write to Teacher of the Year Call for Entries Packet, 2451 E. River Rd., Dayton, OH 45439.

### US WEST Outstanding Teacher program

For the fifth year, a Montana teacher will be honored through the US WEST Outstanding Teacher program.

The program recognizes exceptional teacher talent at the elementary and secondary school levels in each of the 14 states served by US WEST.

Outstanding teachers will each receive a \$15,000 cash award to pursue projects to improve education in their communities. Faculty, students, and parents may nominate exceptional teachers. For application materials, contact US WEST Foundation, 7800 E. Orchard Rd., Suite 300, Englewood, CO 80155-6508.

The application deadline is March 31, 1992.

### USA TODAY All-Academic Team

*USA TODAY*, along with the National Association of Secondary School Principals and the National Education Association, is once again searching for the best high school students in the nation. These students will be honored as members of *USA TODAY*'s All-USA High School Academic Team. Each winner will receive a \$2,500 scholarship.

Nominations must be postmarked by March 6, 1992. Contact Carol Ann Skalski, All-USA Academic Team, *USA TODAY*, 1000 Wilson Blvd., 22nd Floor, Arlington, VA 22229 (703-276-5890).

### Student essay contest

BIC Corporation is sponsoring a national essay contest for high school juniors and seniors. To enter the contest, students must complete an essay (up to 200 words in length) that begins, "If I could change one thing...." The grand prize winner will receive a Compaq LTE/286 laptop computer with WordPerfect word-processing software. Deadline is March 31, 1992. Contact Lifetime Learning Systems, Inc., Box BC, 79 Sanford St., Fairfield, CT 06430 (203-259-5257).

### "Name the earthquake program"

The Montana Earthquake Hazard Reduction Program of the Disaster and Emergency Services Division and the Office of Public Instruction are sponsoring a contest to give the division's earthquake hazard reduction program a snazzier name. The Disaster and Emergency Services Division accepted federal funding to support an earthquake hazard reduction program in October 1991. One of the earthquake program's primary tasks is to work with school districts in Montana's high and moderate earthquake hazard areas to

develop plans, drill procedures, and nonstructural hazard mitigation strategies.

The "Name the Earthquake Program" contest is open to all Montana students K-8. The winning entry will receive a \$100 U.S. Savings Bond. Teachers are encouraged to make this contest a class project; however, only individual entries will be accepted.

The deadline for entries is April 15, 1992 (don't send in your entry with your income tax return by mistake). Mail entries to Bob Musselman, Director, Montana Earthquake Hazard Reduction Program, P.O. Box 4789, Helena, MT 59604-4789 (444-6911).

### Savings bonds poster contest

The U.S. Savings Bond Division of the Department of the Treasury is conducting a national poster contest for students in grades 4-6.

The contest theme is "Savings Bonds—Help Yourself—Help Your Country." A \$1,000, \$500, and \$200 U.S. savings bond will be awarded to every first, second, and third place winner in each state. First place winners will receive a Compaq computer for their schools and will be eligible to enter the national competition. The national contest will award \$5,000, \$1,000, and \$200 prizes to first, second, and third place winners.

Information was sent to all elementary schools in January. Contact Gail Gray at the Office of Public Instruction (444-2089).

## EXCHANGES/FOREIGN STUDY

### Study in the Russian Republic

The International Education Center will hold its sixth annual fellowship program for educators and students to study in Russia during the summer of 1992. Teachers, retirees, school support personnel, college students, and college-bound high school seniors are eligible. Interested persons should apply immediately since fellowships are limited. Contact Jack Scheckner, International Education Center, Ltd., Bowling Green Station, Box 843, New York NY 10274 (800-292-4452).

### Fulbright teacher exchange

The Fulbright teacher exchange allows secondary/elementary teachers, administrators, and college faculty to attend seminars or teach in schools abroad. U.S. and foreign educators will exchange teaching positions for one academic year. Summer seminars are also offered for college faculty and secondary educators. Applications must be postmarked by October 15, 1992. Request an application this spring by contacting the Fulbright Teacher Exchange Program, Attn: NLM, 600 Maryland Ave., SW, Rm. 142, Washington, D.C. 20024 (1-800-726-0479).





## Grants for preschool-age children with disabilities

(Continued from page 8)

five years old. Funds must be expended by June 30, 1992, and must not supplant costs previously paid with state or local special education funds.

Special education activities targeted by this grant competition are listed below. Priority will be given to grant requests which would have been funded with the state Special Education Contingency funds had those funds been available.

Public school districts and special education cooperatives may apply for grant funds for the following activities:

- Expand existing special education programs to accommodate increased numbers of preschool-age children with disabilities;
- Provide for independent evaluations requested by child study teams or parents;
- Develop programs for eligible preschool-age children with disabilities identified after the beginning of the current school year;
- Purchase specialized equipment, materials, or supplies such as augmentative communication devices (for example, Phonic Ear) necessary to assist a student's instructional program;
- Salaries for special education personnel providing direct services to eligible children for the period of the grant award (not to exceed June 30, 1992).

To apply for these grant awards, districts or cooperatives must complete an application form and attach additional documentation. Application forms and instructions have been sent to all Montana county and district superintendents, special education directors, and cooperative directors. For more information, contact Dan McCarthy, OPI Preschool Specialist (444-4425).

—Dan McCarthy, OPI Preschool Specialist

## IDEA begins a whole new ballgame

(Continued from page 9)

"disabled" or "disability," putting the person first. (Instead of "handicapped children," it will be "children with disabilities.")

- The definition of "children with disabilities" will include two new categories; autism and traumatic brain injury (TBI).
- The definition of "related services" will include "rehabilitation counseling" and "social work services."
- The definition of "individualized education program" is expanded to include a statement of needed transition services for students beginning no later than age 16 and annually thereafter (and when appropriate for the individual, beginning at 14 or younger). A statement of interagency responsibilities and linkages should be included before the student leaves the school setting.
- The definition of "assistive technology" is clarified to include any equipment used to maintain, increase, or improve the abilities of students with disabilities.
- The new law will solicit public comments on including attention deficit disorder (ADD) as a possible category in special education.
- Emphasis will be placed upon meeting the needs of students with disabilities from minority backgrounds. Additional funding will be set aside to help meet this requirement.
- State plans will address expanded requirements for the Comprehensive System of Personnel Development (CSPD). The main emphasis will be on how the state intends to recruit and retain special education staff.
- IDEA will attempt to increase programs for infants and toddlers who are deaf-blind and help schools serve children who are deaf and blind.
- New priority areas were established for the early identification of infants and toddlers with disabilities, or those at risk for developmental delay. There will be an emphasis on integrating children with severe disabilities with their peer groups.
- Additional funding has been appropriated for transition programs, improving special education services for children and youth with serious emotional disturbance, training programs for black colleges and universities, recruiting special education personnel, and increasing accessibility to assistive technology devices.

IDEA is the next step in the rapidly changing field of special education. The law, unfortunately, does not go far enough in helping eliminate the existence of a two-system process (regular and special education) and the inclusion of all students in the same educational environment.

—John Copenhaver, Mountain Plains Regional Resource Center. (This article was first printed in *Special Educator* (December 1991).

## CALENDAR

### February

1 Love to Read Month—June Atkins, OPI, 444-3664  
 American History Month  
 Black History Month  
 2-8: National School Counseling Week  
 5-7: Mont. Assoc. of Elementary & Middle School Principals Convention, Billings—442-2510  
 6: Girls and Women in Sports Day—Pat Callbeck Harper, OPI, 444-1952  
 7: Montana Teen Day—Healthy Mothers, Healthy Babies Promoting Action for Teen Health, P.O. Box 876, Helena, MT 59624  
 9-15: Business Professionals of America Week & Vocational Education Week—Marion Reed, OPI, 444-4454  
 14-17: Western Business Education Assoc.—Trudy Formanek 748-2920

### March

Music in Our Schools Month  
 Nutrition Month  
 Women's History Month  
 Youth Art Month  
 Mathematics in Education Month  
 1-7: National Foreign Language Week—Duane Jackson, OPI, 444-3129  
 15-17: FHA/HERO State Leadership Conference, Bozeman—Laurie Potterf, OPI, 444-2059  
 15-17: Fourth Annual Distance Learning Conference, Billings—Lynne Longmire, OPI, 444-1625  
 18-20: Division of Special Education Monitoring Review Workshop, Helena—Susan Bailey, 444-2046  
 19-20: Joint Board of Public Ed./Board of Regents meeting, Helena  
 19-20: MASCD Conference, Bozeman—Bryan Dunn, 585-1548  
 27-28: Montana Environmental Education Assoc. Annual Meeting, Bozeman—Jack DeGolia, 683-3984

### April

3-4: Montana Assoc. of Language Teachers, Bozeman—Jack Jelinski, 587-6367; Duane Jackson, OPI, 444-3129  
 3-4: Business Education Forum, Helena—Marion Reed, OPI, 444-4454  
 5-11: National Library Week  
 5-11: Week of the Young Child  
 6-8: Division of Special Education Monitoring Review Workshop, Billings—Susan Bailey, 444-2046  
 6-8: Montana Indian Education Assoc. Convention, Billings—Marg Perez, Ft. Belknap, 353-2203  
 7: World Health Day—Laurie Volesky-Kops, OPI, 444-3178  
 8-10: Mont. Assoc. of Secondary School Principals Conference, Bozeman—School Administrators of Mont., 442-2510  
 9-10: Montanans Caring for Kids Conference, Kalispell—Judy Birch, OPI 444-5663  
 9-11: State FFA Leadership Conference, Bozeman—Leonard

Lombardi, OPI, 444-4451  
 15-18: National Business Assoc., Boston—Trudy Formanek, 748-2920  
 20-23: Advanced Driver Education workshops, Lewistown Driver Education Facility—Curt Hahn, OPI, 444-4432  
 22: Chapter 1 workshop, Glasgow—Nancy O'Hara, OPI, 444-1953  
 23-25: Mont. Assoc. of School Administrators, Helena  
 24: Chapter 1 workshop, Billings—Nancy O'Hara, OPI, 444-1953  
 24-25: Communication Strategies and Learning through Play for Children with Hearing Loss, Montana School for the Deaf and Blind  
 26-May 3: National Student Leadership Week—National Assoc. of Secondary School Principals, 1904 Association Dr., Reston, VA 22091  
 26-28: OPI/MTEA Traffic Educator's State Conference, Park Inn, Lewistown—Curt Hahn, OPI, 444-4432  
 27: Chapter 1 workshop, Missoula—Nancy O'Hara, OPI, 444-1953  
 29-May 2: Canadian Council of Teachers of English Conference, Calgary—Jan Halin, OPI, 444-3714  
 29-May 1: Montana's 1992 Conference on Special Education, OPI, CEC, EMC, Sheraton Inn, Billings

### May

Motorcycle Awareness Month—Jim Bernet, OPI, 444-4569  
 3-7: International Reading Conference, Orlando, FL—June Atkins, 444-3664  
 4-5: Board of Public Ed. meeting, Helena  
 5: National Teacher Day  
 6-9: Montana Home Economics Assoc., Kalispell—Thora Aldrich, 245-4331  
 17-23: Bike Safety Week

### June

7-12: 4th Annual Montana Institute for Effective Teaching of American Indian Children, University of Montana—Bob Parsley, OPI, 444-3013; Dr. Murt McCluskey, Great Falls, 727-1101; Dr. Jerry Long, U of M, 243-4911  
 8-11: Montana Assoc. of School Psychologists Summer Institute—Sue Osborne, 846-2147  
 8-August 20: Advanced Driver Education workshops, Lewistown Driver Education Facility—Curt Hahn, OPI, 444-4432  
 8-12: Montana Agriculture Teachers Assoc. Update Conference, Forsyth—Leonard Lombardi, OPI, 444-4451  
 10-12: Project Success Enrichment, Part I training, Billings—Chere Ring, 255-3883  
 15-19: Project Success Enrichment, Part I & Part II, Seeley Lake School—Chere Ring, 255-3883  
 15-July 10: Montana Writing Project, Missoula—Beverly Chin, U of M, 243-5231  
 23: 20th anniversary of the passage of Title IX—Pat Callbeck Harper, 444-1952  
 25-26: Board of Public Ed. meeting, Helena

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